

Fitzgerald/Bethune Academy

SIG II

Melissa Scott, Principal



February 21, 2011



SIG GRANT—School Building Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of School Building: Fitzgerald Bethune School Building Code: 141	Mailing Address: 8145 Puritan Street, Detroit MI, 48227-4068
School Building Contact for the School Improvement Grant Name: Melissa Scott Position and Office: Principal Contact's Mailing Address: 8145 Puritan Street, Detroit MI, 48227-4068 Telephone: (313) 494-3830 Fax: (313) 873-9459 Email address: melissa.scott@detroitk12.org	
LEA School Superintendent/Director (Printed Name): Robert C. Bobb, Emergency Financial Manager	Telephone: 870-3772
Signature of the LEA School Superintendent/Director: X 	Date: 28 FEB 11
LEA School LEA Board President (Printed Name): Anthony Adams, Esq.	Telephone: 873-7860
Signature of the LEA Board President: X 	Date: 22 Feb 11
The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.	

ATTACHMENT III

Bethune/Fitzgerald Academy Reform Redesign
FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code Bethune, 141	District Name and Code Detroit, 82-010
Model for change to be implemented: TURNAROUND	
School Mailing Address: 8145 Puritan Detroit, MI 48238	
Contact for the School Improvement Grant: Name: Melissa Scott Position: Principal Contact's Mailing Address: 8145 Puritan Street, Detroit, MI 48238 Telephone: (313) 494-3830 Fax: (313) 494-3829 Email address: melissa.scott@detroitk12.org	
Principal (Printed Name): Melissa Scott, Principal ___ Kim Radden, Assistant Principal	Telephone: (313) 494-3830
Signature of Principal:  x	Date: February 21, 2011
The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.	

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Section A - Data Analysis

*D/N indicates – Data not Available

*N/A indicates – Not Applicable

Demographic Data

The new Fitzgerald/Bethune Academy includes students from both Bethune Pre-K – 8 and Fitzgerald Pre-K - 8 Schools. Both Bethune's and Fitzgerald's data will be evaluated separately below to give a more accurate picture of their academic performance.

Bethune Pre-K – 8 School

Bethune was a PreK-8 school with an enrollment of 633 students; 630 of the students were African American, 471 were economically disadvantaged and 110 were identified as students with disabilities. The attendance rate as of the 2009-10 school year was 84.4%.

Fitzgerald Pre-K – 8 School

Fitzgerald was a PreK-8 school with an enrollment of 616 students; 614 of the students were African American, 572 were economically disadvantaged and 99 were identified as students with disabilities. The attendance rate as of the 2008-09 school year was 77.4%.

Fitzgerald/Bethune Academy 2010- 2011 Ethnicity Distribution		
Ethnicity	Percentage	Students
Black or African American	99.997%	811
Hispanic	0.003%	3
White	0.0%	0
Asian American	0.0%	0
Total Population		814

Sub Group Non-Academic Data Analysis

All Students	# Students			# Students with Absences					
	07-08	08-09	09-10	2007-08		2008-09		2009-10	
				>10	<10	>10	<10	>10	<10
Economically Disadvantaged	536	542	534	212	126	231	98	381	151
American Indian/Alaskan Native									
Asian/Pacific Islander	1	1		1		1			
Black/African American	678	625	623	256	162	272	114	429	191
Hispanic	1				1				
White		1	3				1	2	1
Students with Disabilities	86	80	107	58	15	54	12	84	20
Limited English Proficient	1								
Migrant Student									
Male	352	331	313	146	84	154	54	224	87
Female	328	296	313	111	79	119	61	207	105
School Aggregate	680	627	626	257	163	273	115	431	192

2009-2010 (Data is not available)

Group	# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
	In*	Out*			In*	Out*
SES	D/N	D/N	D/N	D/N	D/N	D/N
Race/Ethnicity	D/N	D/N	D/N	D/N	D/N	D/N
Disabilities	D/N	D/N	D/N	D/N	D/N	D/N
LEP	D/N	D/N	D/N	D/N	D/N	D/N
Homeless	D/N	D/N	D/N	D/N	D/N	D/N
Migrant	D/N	D/N	D/N	D/N	D/N	D/N
Gender	D/N	D/N	D/N	D/N	D/N	D/N
Male	D/N	D/N	D/N	D/N	D/N	D/N
Female	D/N	D/N	D/N	D/N	D/N	D/N
Totals	D/N	D/N	D/N	D/N	D/N	D/N

Retentions, Dropout, Promotion, and Mobility Data
2009-2010 (Data is not available)

Group	# of Students	# of Retentions	# of Dropouts	# Promoted to Next Grade	Mobility	
					Entering	Leaving
SES	534	D/N	N/A	D/N	D/N	D/N
Race/Ethnicity	623	D/N	N/A	D/N	D/N	D/N
Disabilities	107	D/N	N/A	D/N	D/N	D/N
LEP	0	D/N	N/A	D/N	D/N	D/N
Homeless	0	D/N	N/A	D/N	D/N	D/N
Migrant	0	D/N	N/A	D/N	D/N	D/N
Male	321	D/N	N/A	D/N	D/N	D/N
Female	307	D/N	N/A	D/N	D/N	D/N
Totals	628	D/N	N/A	D/N	D/N	D/N

Group	Total School Enrollment									
	2005		2006		2007		2008		2009	
	#	%	#	%	#	%	#	%	#	%
White	3	0.38	1	0.15	1	0.15	1	0.18	2	0.32
Black	783	99.37	680	99.56	684	99.56	545	99.63	626	99.68
Asian	1	0.13	1	0.15	1	0.15	1	0.18	0	0.00
Hispanic	1	0.13	1	0.15	1	0.15	0	0.00	0	0.00
American Indian	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Native Hawaiian	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Multiracial	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Male	405	51.40	365	53.44	369	53.71	288	52.65	321	51.11
Female	383	48.60	318	46.56	318	46.29	259	47.35	307	48.89

Enrollment and Graduation Data – All Students
2009-2010 (Data is not available)

Grade	# of Students	# Students Enrolled in a Young 5's Program	# Students in course/grade acceleration	Early HS Graduation	# of Retentions	# of Dropout	# Promoted to Next Grade
K	63	0	0	N/A	D/N	N/A	D/N
1	75	0	0	N/A	D/N	N/A	D/N
2	67	0	0	N/A	D/N	N/A	D/N
3	58	0	0	N/A	D/N	N/A	D/N
4	44	0	0	N/A	D/N	N/A	D/N
5	42	0	0	N/A	D/N	N/A	D/N
6	79	0	0	N/A	D/N	N/A	D/N
7	D/N	0	0	N/A	D/N	N/A	D/N
8	D/N	0	0	N/A	D/N	N/A	D/N

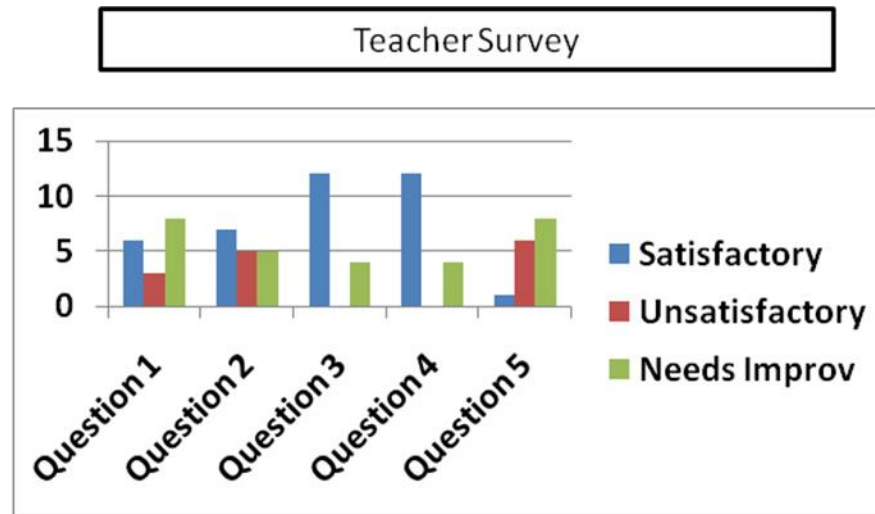
Number of Students Enrolled in Extended Learning Opportunities
2009-2010

Number of Students in Building by grade	# Enrolled in Advanced Placement Classes	# Enrolled in International Baccalaureate Courses	# of Students in Dual Enrollment	# of Students in CTE/Vocational Classes	Number of Students who have approved/reviewed EDP on file
6	N/A	N/A	N/A	N/A	
7	N/A	N/A	N/A	N/A	
8	N/A	N/A	N/A	N/A	

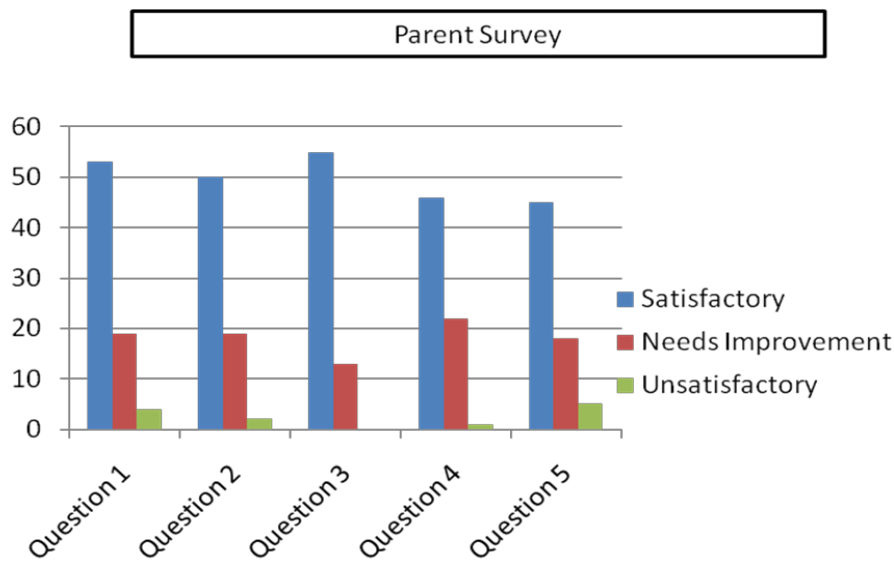
Perception Data

What was examined: Teacher, parent, student and community partner surveys, logs from group/individual meetings and anecdotal records.

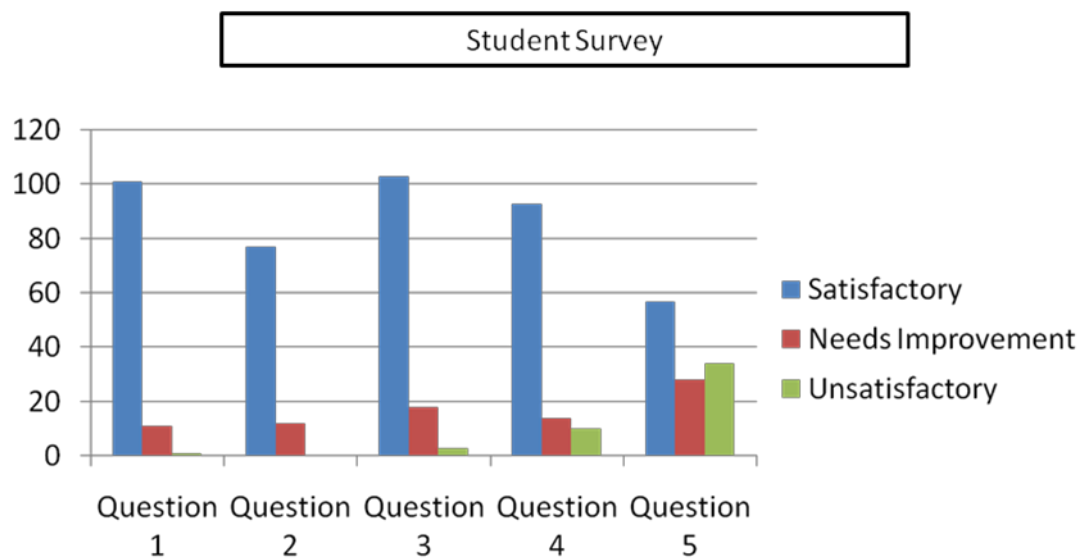
What was discovered/concluded: Improvements need to be made in school/parent relationships. Increased instructional staff support is needed to improve delivery and student achievement. Offer targeted before/after school services for students to improve academics, physical fitness and social development. Streamline partnerships to target school improvement efforts.



1. As a staff member at Bethune Fitzgerald Academy I feel I am in a safe and nurturing learning environment?
2. As staff member at Bethune Fitzgerald Academy I have materials to provide my students a quality education ?
3. As a staff member at Bethune Fitzgerald Academy I have the technology I need to teach in the 21st Century?
4. The administrative staff at Bethune Fitzgerald Academy is effective and knowledgeable?
5. The cleanliness of the building at Bethune Fitzgerald Academy?



- 1) Children at Bethune Fitzgerald Academy are in a safe and nurturing learning environment?
- 2) Children at Bethune Fitzgerald Academy are receiving a quality education?
- 3) Children at Bethune Fitzgerald Academy have good teacher(s)?
- 4) The administrative staff at Bethune Fitzgerald Academy is effective and knowledgeable?
- 5) The cleanliness of the building at Bethune Fitzgerald Academy?



- 1) As a student at Bethune Fitzgerald Academy I feel I am in a safe and nurturing learning environment?
- 2) As a student at Bethune Fitzgerald Academy I am receiving a quality education?
- 3) As a student at Bethune Fitzgerald Academy I have good teacher (s)/
- 4) The administrative staff at Bethune Fitzgerald Academy is effective and knowledgeable?
- 5) The cleanliness of the building at Bethune Fitzgerald Academy?

Synesi Perception Data: Community Partner

The following is Synesi's Perception Data. Student, parent, staff and community surveys, logs from group/individual meetings and anecdotal records were examined. It was discovered/concluded that improvements need to be made in school/parent relationships. Increased instructional staff support is needed to improve delivery and student achievement. Offer targeted before/after school services for students to improve academics, physical fitness and social development. Streamline partnerships to target school improvement efforts. In the paragraphs that follow you will find Synesi's Quality Review of Strengths and Recommendations for different aspects and areas of the building.

Student Centered Learning Climate.

Appearance of School

Fitzgerald/Bethune Academy is Beautiful. It is clean, bright, attractive and conducive to learning. The outside of the building is well kept, neat and free from graffiti. In the Main Office displays "SAW WHAT YOU DID" corner to recognize positive student behavior. Some recommendations for this area would be to order bulletin boards to display student work in common areas. Fitzgerald/Bethune Academy should also display classroom visuals that reflect instruction; not just commercial.

Attendance

While teacher attendance is good, student attendance is a concern. A plan needs to be developed to address student attendance and tardiness. Teachers should also consider incentives for consistent and improved attendance.

Safety

Administrators, teachers and staff are outside at dismissal to ensure student safety. However, Synesi has found that a school safety plan should be developed to ensure safety. Dismissal procedures are changing to improve safety of students. The plan should include a more securing all areas of the building and continue efforts to facilitate an organized and safe dismissal. Another area dealing with Safety is to require all visitors to sign-in and wear a visitor identification badges while in the building. A district piece of Transportation continues to be resolved at the school level.

Respect, Modeling and Behavior

Many students are respectful and seem to understand procedures. Factors for student behavior are that faculty and staff are working collaboratively together and there are many positive male role models in the building. Students who misbehave sign contracts that promise improved behavior.

Instruction

All teachers are fully committed to instruction. Chronic early dismissals are not allowed. Efforts are being developed to use walkie-talkies rather than interrupt instruction with PAS announcements. There is an also continued effort to have media centers operational and functioning.

Strengths Parent Community Ties

In relationship to parents, the school is found to be welcoming and open to parents. Teachers are required to make a least 3 positive phone calls or send letters home to parents each week. However, Fitzgerald/Bethune Academy should send school and classroom newsletters to keep parents and community informed. A Parent and Community Resource Director are assigned and active in the school. Even though there are parent involvement opportunities, such as Literacy Night, Curriculum Night and an Alumni Association are in the planning stages, there should be continued efforts to host a variety of events for parents and community. Parent and community volunteers are used to assist in classrooms, cafeteria and the hallways. Evidence of a community partnership is with a local church, “Men of Presence” from Hartford Baptist Church. However, Fitzgerald/Bethune will plan and provide parent involvement and training opportunities as well as continue efforts to expand partnerships.

Achievement Data

Bethune Pre-K – 8 school was in School Improvement under No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) guidelines and must offer choice and transportation. The Ed Yes! Grade has consistently been between a “C” and a “D” and is currently a “D”. Bethune did not make AYP this past year due to the attendance rate of Students with Disabilities.

Fitzgerald Pre-K–8 school was in School Improvement under NCLB AYP guidelines and must offer choice and transportation. The Ed Yes! Grade has consistently been between a “C” and a “D” and is currently a D”. Fitzgerald did not make AYP this past year due to the attendance rate of all Students, Black Students, Economically Disadvantaged Students, and Students with Disabilities. Students with Disabilities also did not make the ELA proficiency target.

Year: 2009

		% of Population Demonstrating Proficiency of GLCE/HSCE							
Grade	%HQ	ELA		Math		Science		Social Studies	
		#	%	#	%	#	%	#	%
3	100.00	52	51.9	52	91.23	0	0.00	0	0.00
4	100.00	48	47.8	48	82.76	0	0.00	0	0.00
5	100.00	20	30.0	20	44.44	18	40.00	0	0.00
6	100.00	35	17.0	35	53.85	0	0.00	19	29.69
7	100.00	31	54.7	31	41.33	0	0.00	0	0.00
8	100.00	42	64.7	42	71.19	24	41.38	0	0.0

Year: 2008

		% of Population Demonstrating Proficiency of GLCE/HSCE							
Grade	%HQ	ELA		Math		Science		Social Studies	
		#	%	#	%	#	%	#	%
3	100.00	26	54.17	37	74.00	0	0.00	0	0.00
4	100.00	20	52.63	28	77.78	0	0.00	0	0.00
5	100.00	15	35.71	34	82.93	18	43.90	0	0.00
6	100.00	22	35.48	27	42.86	0	0.00	16	23.88
7	100.00	42	58.33	36	48.00	0	0.00	0	0.00
8	100.00	51	62.20	32	38.55	26	30.59	0	0.00

Year: 2007

		% of Population Demonstrating Proficiency of GLCE/HSCE							
Grade	%HQ	ELA		Math		Science		Social Studies	
		#	%	#	%	#	%	#	%
3	100.00	29	54.72	28	50.00	0	0.00	0	0.00
4	100.00	18	33.33	23	40.35	0	0.00	0	0.00
5	100.00	21	43.75	13	26.53	18	36.73	0	0.00
6	100.00	29	42.65	39	55.71	0	0.00	18	27.27
7	100.00	40	34.48	33	28.21	0	0.00	0	0.00
8	100.00	40	39.22	56	54.37	46	44.66	0	0.00

Year: 2006

		% of Population Demonstrating Proficiency of GLCE/HSCE							
Grade	%HQ	ELA		Math		Science		Social Studies	
		#	%	#	%	#	%	#	%
3	91.18	23	40.35	31	54.39	0	0.00	0	0.00
4	91.18	27	60.00	36	80.00	0	0.00	0	0.00
5	91.18	29	46.77	17	26.98	22	36.07	0	0.00
6	91.18	37	47.44	16	20.25	0	0.00	21	27.27
7	90.91	42	45.65	25	27.47	0	0.00	0	0.00
8	90.91	33	30.84	21	19.81	38	36.54	0	0.00

Subgroup Achievement Data

1. Explain how subgroups within the school are performing and possible areas to target for improvement.

Fitzgerald/Bethune Academy

Bethune Pre-K – 8 school subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 20 percent lower than the school wide averages. In comparing the school data with state and district performance, Bethune School data is lower than district data in reading and exceeds the district overall in math. Bethune exceeds the district averages in grades 3 and 4 English Language Arts and grades 3,4,7,8 in Mathematics. Bethune also exceeded the statewide average in 8th grade math.

Fitzgerald Pre-K – 8 school subgroup performance shows that the total population data mirror the African American Population and the Economically Disadvantaged population. The population of Students with Disabilities is approximately 40 percent lower than the school wide averages. In comparing the school data with state and district performance, Fitzgerald scores are lower than district averages and lower than statewide averages in all areas.

Grade: 3

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	53.23	66.00	65.31	67.50	80.70	30.65	30.00	23.53	23.08	0.00
Asian	-	-	-	-	-	-	-	-	-	-
Black	53.33	64.91	67.92	68.00	79.31	29.33	31.58	23.64	22.45	0.00
White	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	-	25.00	0.00	63.64	0.00	-	0.00	0.00	0.00
Male	44.68	65.38	59.26	72.22	85.71	27.66	38.46	27.59	16.67	0.00
Female	67.86	64.52	76.92	65.63	69.57	32.14	25.81	19.23	25.81	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	38.71	38.00	53.06	55.26	0.00	54.84	56.00	50.00	75.00	91.07
Asian	-	-	-	-	-	-	-	-	-	-
Black	37.33	40.35	54.72	54.17	0.00	53.33	54.39	50.00	74.00	91.23
White	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	-	0.00	0.00	0.00	0.00	-	25.00	33.33	90.91
Male	36.17	50.00	51.85	55.56	0.00	48.94	65.38	51.72	83.33	91.43
Female	39.29	32.26	57.69	53.33	0.00	60.71	45.16	48.15	68.75	90.91

Grade: 4

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	42.86	72.73	54.35	66.67	67.86	31.75	33.33	10.87	20.00	0.00
Asian	-	-	-	-	-	-	-	-	-	-
Black	43.66	72.73	57.41	62.16	68.42	33.80	36.36	12.96	13.51	0.00
White	-	100.00	-	100.00	-	-	100.00	-	100.00	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	100.00	40.00	0.00	33.33	0.00	100.00	0.00	0.00	0.00
Male	37.50	63.33	50.00	47.83	66.67	34.38	26.67	13.64	21.74	0.00
Female	48.72	93.33	62.50	86.67	70.00	33.33	60.00	12.50	6.67	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	36.51	57.58	34.78	56.67	0.00	37.70	78.79	36.73	75.00	82.46
Asian	-	-	-	-	-	-	-	-	-	-
Black	39.44	59.09	33.33	51.35	0.00	37.68	79.55	40.35	77.14	82.76
White	-	100.00	-	100.00	-	-	100.00	-	100.00	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	100.00	20.00	0.00	0.00	0.00	100.00	20.00	0.00	100.00
Male	31.25	46.67	31.82	39.13	0.00	41.94	76.67	50.00	76.19	82.14
Female	46.15	86.67	34.38	73.33	0.00	34.21	86.67	33.33	80.00	83.3

Grade: 5

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	50.00	62.50	44.74	54.84	57.78	35.71	38.30	34.21	25.81	0.00
Asian	100.00	-	-	-	-	100.00	-	-	-	-
Black	50.79	59.68	44.68	50.00	56.82	36.51	31.15	34.04	26.19	0.00
White	-	0.00	0.00	-	100.00	-	0.00	0.00	-	0.00
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	16.67	0.00	50.00	0.00	0.00	0.00	0.00	0.00	0.00
Male	52.78	51.85	41.38	44.44	50.00	41.67	26.92	31.03	27.78	0.00
Female	50.00	63.89	47.37	54.17	65.22	32.14	33.33	36.84	25.00	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	46.43	46.81	42.11	35.48	0.00	31.48	31.25	28.21	80.00	44.44
Asian	100.00	-	-	-	-	0.00	-	-	-	-
Black	47.62	47.54	44.68	35.71	0.00	32.79	27.42	27.08	82.93	45.45
White	-	0.00	0.00	-	0.00	-	0.00	0.00	-	0.00
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	0.00	0.00	50.00	0.00	0.00	0.00	0.00	50.00	50.00
Male	47.22	38.46	34.48	38.89	0.00	34.29	37.04	26.67	83.33	50.00
Female	50.00	52.78	57.89	33.33	0.00	29.63	19.44	26.32	82.61	39.13

Grade: 6

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	38.64	55.56	42.86	42.55	63.93	31.82	55.56	34.69	43.18	0.00
Asian	-	0.00	-	-	-	-	0.00	-	-	-
Black	40.59	57.89	50.00	40.91	64.06	32.67	60.53	41.18	40.32	0.00
White	0.00	-	-	-	0.00	0.00	-	-	-	0.00
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	33.33	11.11	22.22	8.33	60.00	0.00	33.33	0.00	0.00	0.00
Male	24.56	56.00	35.29	38.46	56.25	26.32	60.00	29.41	28.57	0.00
Female	60.00	57.14	64.71	44.44	69.70	40.00	57.14	52.94	55.56	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	29.89	44.44	36.73	36.36	0.00	21.74	20.31	52.94	43.18	55.74
Asian	-	0.00	-	-	-	-	0.00	-	-	-
Black	31.00	48.68	42.65	35.48	0.00	20.95	20.78	55.71	42.86	54.69
White	0.00	-	-	-	0.00	0.00	-	-	-	0.00
Hispanic	-	-	-	-	-	-	-	-	-	-
Students with Disabilities	0.00	0.00	22.22	10.00	0.00	0.00	0.00	11.11	10.00	50.00
Male	17.54	42.00	26.47	31.43	0.00	22.95	21.57	48.57	40.54	53.13
Female	47.73	57.14	58.82	40.74	0.00	17.78	17.86	62.86	46.15	54.55

Grade: 7

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	41.00	52.63	34.88	57.14	49.28	38.143	56.00	55.81	43.48	0.00
Asian	-	-	0.00	-	-	-	-	100.00	-	-
Black	40.77	54.84	30.43	58.67	47.37	34.92	54.35	57.39	47.22	0.00
White	100.00	-	-	-	-	100.00	-	-	-	-
Hispanic	0.00	-	-	-	-	100.00	-	-	-	-
Students with Disabilities	10.00	13.33	5.88	7.14	35.29	10.00	13.33	17.65	8.33	0.00
Male	34.85	42.37	21.74	48.57	43.48	29.03	46.55	44.93	27.27	0.00
Female	46.97	76.47	42.55	67.50	53.33	42.42	67.65	76.60	64.10	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	36.08	44.00	37.21	54.35	0.00	9.90	28.38	32.95	46.94	41.18
Asian	-	-	0.00	-	-	-	-	0.00	-	-
Black	35.71	45.65	34.78	58.33	0.00	9.09	27.47	28.45	48.00	41.33
White	100.00	-	-	-	-	0.00	-	-	-	-
Hispanic	0.00	-	-	-	-	0.00	-	-	-	-
Students with Disabilities	0.00	6.67	5.88	8.33	0.00	0.00	6.67	11.11	13.33	17.65
Male	27.42	32.76	24.64	45.45	0.00	13.64	29.31	25.35	44.44	40.00
Female	43.94	67.65	48.94	69.23	0.00	4.41	24.24	32.61	51.28	43.33

Grade: 8

Group	Reading					Writing				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	35.16	40.58	37.18	63.33	70.45	30.77	28.99	29.49	57.63	0.00
Asian	-	-	-	100.00	-	-	-	-	100.00	-
Black	39.68	41.35	38.61	60.98	68.97	33.60	29.13	30.69	56.79	0.00
White	0.00	-	-	-	-	0.00	-	-	-	-
Hispanic	-	-	100.00	-	-	-	-	100.00	-	-
Students with Disabilities	10.00	0.00	7.14	7.14	50.00	0.00	0.00	0.00	7.69	0.00
Male	31.58	39.29	42.86	51.06	56.00	22.81	27.27	22.22	50.00	0.00
Female	44.44	44.23	33.33	75.00	78.79	40.85	30.77	46.15	66.67	0.00

Group	Total ELA					Math				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
Social Economic Status (SES)	32.97	30.43	34.62	64.41	0.00	21.51	25.00	49.37	42.37	71.11
Asian	-	-	-	100.00	-	-	-	-	0.00	-
Black	36.80	31.07	38.61	61.73	0.00	20.47	20.39	53.92	39.02	71.19
White	0.00	-	-	-	-	0.00	-	-	-	-
Hispanic	-	-	100.00	-	-	-	-	100.00	-	-
Students with Disabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00	7.14	20.00	30.00
Male	28.07	27.27	36.51	52.17	0.00	19.30	27.27	54.69	39.58	72.00
Female	42.25	34.62	43.59	75.00	0.00	20.83	11.76	53.85	37.14	70.59

Achievement Data Summary

Bethune Pre-K – 8 school: Combined grade MEAP scores for Bethune show that there has been an increase in reading scores from 2008 to 2010. Scores went from 44.7% to 63.5%. Math scores have shown a steady increase over time. Currently 63.5% are meeting or exceeding performance levels. Science and Social Science Scores have remained relatively flat over the past years.

Fitzgerald Pre-K – 8 school:

Combined grade MEAP scores for Fitzgerald show that there has been an increase in reading scores from 2008 to 2010. Scores went from 48.9% to 53.7%. Math scores have shown a steady increase over time. Currently 43.7% are meeting or exceeding performance levels. Science and Social Science Scores have fluctuated over the past years

From the data provided by the state and the district, the School Leadership Team and the Detroit Public School leadership, Fitzgerald/Bethune Academy has developed an Action Plan for school improvement. Following are the targeted areas for improvement

Targeted Areas for Improvement

Based on the Comprehensive Needs Assessment and Quality Review conducted by Synesi and Associates, the following areas were targeted for improvement.

1. TEACHING FOR LEARNING

- a. Extended learning opportunities
- b. Rigorous grade level, standards based instruction in reading and math
- c. Increased targeted use of technology to enhance the instructional program
- d. Additional supports that address the social, behavior and emotional needs of the students

2. LEADERSHIP

- a. Developing and implementing inclusive school leadership processes

3. PERSONNEL AND PROFESSIONAL LEARNING

- a. Developing a School Improvement Plan

- b. Implementing a Professional Development Plan that emphasizes job embedded professional development
 - c. Processes will be developed to ensure that the professional development does not negatively impact the school instructional program or instructional day
- 4. SCHOOL COMMUNITY RELATIONS
 - a. Additional opportunities will be provided to increase parent participation
 - b. Additional efforts will target attendance improvement to meet AYP guidelines not currently being met
- 5. DATA AND INFORMATION MANAGEMENT
 - a. School staff, faculty and leadership will be trained to effectively use data as an instructional tool.

2. School Building Capacity – Resource Profile

The following table lists the major grant related resources the State of Michigan manages and that schools may have as a resource to support their school improvement goals.

<input checked="" type="checkbox"/> General Funds <input checked="" type="checkbox"/> Title I Part A <input checked="" type="checkbox"/> Title I Schoolwide <input type="checkbox"/> Title I Part C <input type="checkbox"/> Title I Part D	<input type="checkbox"/> Title I School Improvement (ISI)	<input type="checkbox"/> Title II Part A <input type="checkbox"/> Title II Part D <input type="checkbox"/> USAC Technology	<input type="checkbox"/> Title III
<input type="checkbox"/> Title IV Part A <input type="checkbox"/> Title V Parts A-C	<input type="checkbox"/> Section 31 a <input type="checkbox"/> Section 32 e <input type="checkbox"/> Section 41	<input type="checkbox"/> Head Start <input type="checkbox"/> Even Start <input type="checkbox"/> Early Reading First	<input type="checkbox"/> Special Education
Other: ARRA – Pre-Implementation Grant: \$179,000 School Improvement Professional Development Grant – \$40,000			

The following initiatives have been incorporated into the Reform/Redesign Plan to ensure a seamless and comprehensive school improvement process for Fitzgerald/Bethune Academy. In addition, Detroit Public Schools has developed a system of support for Fitzgerald/Bethune Academy based primarily on the effective targeted use of state and federal dollars. Following is a listing of the support services that the district and school is offering for the upcoming year, all developed to accelerate school achievement performance. The resources include:

District ARRA

The district will provide under ARRA funds, Netbooks for all staff and all 6th – 8th grade students. DIBELS assessments will be performed on Netbooks for grades K – 5. Under the umbrella of Learning Village, there are the components of DIBELS, Renaissance Learning, and Professional Development for all staff, as well as for the School Leadership Team. There is a district wide focus on Literacy and Math Professional Development provided as well. In regards to instruction and behavior, the district has provided to Fitzgerald/Bethune Academy Springboard for grades 6-8, Extended Day of Instruction, Read 180 for 8th grade, and Conflict Resolution Training. All of this can be accomplished with the support from our external partner, Synesi Associates for one year.

District Title I

The district will provide under Title 1 funds, Summer Academy, Academic Games, Literacy Coaches, Early Childhood program and Reading Recovery.

School Level Title I

Fitzgerald/Bethune has developed its' own systems of support to facilitate increased academic achievement. They include under Professional development; parent training and outreach, stipends for off sight professional development in core academic subjects, general, copier and computer supplies and folders, parent and refreshments. Personnel would include a counselor and additional SSA's. Additionally, funds will be used for Educational Academic Field Trips, Conference Travel Expenses and attendance improvement incentives.

Pre-Implementation Grant

Items that will be purchased with the Pre-Implementation Grant are: Extended day activities for all students - teachers, supports; wireless computer cards, supplemental classroom supplies; teacher-led summer institute to implement reform plan; create summer school packs for all students, Response-to-Intervention speaker, Differentiated Instruction presenter/speaker; Professional Development Conferences for training on the school wide Response to Intervention model; integrating technology with the curriculum, teachers and students; best practice strategies for reading and math- (School Improvement) -Michigan Reading Association (MRA) Pages of Tomorrow March 11-14, 2011 Grand Rapids, MI; MACUL-Essentials for 21st Century Teaching and Learning March 16-18, 2011 Detroit, MI; Council for Exceptional Children (CEC) Annual Conference April 25-28, 2011 National Harbor, MD; Association for Supervision and Curriculum Development (ASCD) Summer Conference July 1-3, 2011 Boston, MA; IPADs for School Improvement Team, flashdrives, SMART boards, computer application licensing; Family math, Family reading night; refreshments for community partners.

3. School Building Commitment

Evidence of a strong commitment should be demonstrated through the district's and school's ability and willingness to support and implement the selected intervention for rapid improvement in student achievement and proposed use of scientific and evidence based research, collaboration, and parental involvement.

a. Describe the school staff's involvement in and support of the school improvement application and their support of the proposed efforts to effect change in the school.

Fitzgerald/Bethune Academy will begin implementation of the Turnaround Model in three tiers/phases. All staff has expressed the need for change to impact student achievement and they support this initiative to institute change. The staff has shown its' commitment and support through the Detroit Public Schools and the Detroit Federation of Teachers Priority Schools Agreement, the Shared Decision Making Initiative and the School Leadership Team.

Fitzgerald/Bethune Academy's Commitment to improvement comes from several levels.

Administration's commitment to improvement is evident when highly qualified teachers are screened and selected who:

- demonstrate a compassion for educating students
- demonstrate the ability to be flexible and accept systemic change
- possess the needed skills and competencies that support continuous improvement in instruction
- accept the expectations, responsibilities, and requirements identified with working at a high priority school

Staff's commitment to improvement is evident from:

- the Detroit Public School survey responses that communicated acceptance of the expectations, responsibilities, and requirements of a high priority school
- the choice to work at Fitzgerald/Bethune
- a willingness to take on leadership opportunities that support systemic change.
For Example:
 - Leadership/SIP Team participation
 - Team Teaching and collaborative instruction
 - Common Assessment development
 - Data Driven Decision Making on Instruction
 - Weekly Job Embedded Professional Development

Parent Commitment to improvement is evident from:

- Participation in monthly LSCO meetings,
- Attendance at Parent Teacher Conferences
- Active participation in student's academic lives; Homework, supplies
- Volunteerism in daily school routines
- Visual presence to support student achievement

Stakeholder/Partner Commitment to improvement is evident from:

- Their request and our selection process to identify stakeholder/partners that support systemic change at Fitzgerald/Bethune Academy
- Providing Professional Developing to our staff on instructional practices (i.e. Data Driven and Best Practices)
- Coaching and modeling instructional strategies that support academic improvement
- Perception Feed-back from walk-throughs, observations
- Mentoring of students, Men of Hartford, PlayWorks, Athletic Sport
- Support for staff, students and administration for systemic change and improvement

b. Explain the district and school's ability to support systemic change required by the model selected.

Collaborative Process

Fitzgerald/Bethune Academy has developed a School Leadership team whose primary role is to insure that our school maintains a consistent focus on improving instruction. The Principal and The School Leadership Team become the driving force in working collaboratively with the school, parents and community to insure that the School Improvement Plan is a living document. Under the guidance of the leadership team, sub-committees will monitor student data in order to review, revise, and update the plan based on perception and concrete data collected from all stakeholders. Professional development is a part of this collaborative process and is based upon the strengths and weaknesses of our staff. Changes can and will be made according to the current needs of our school, insuring the practices that work stay in place and eliminating those that are not effective.

Yearly Expectations

Fitzgerald/Bethune Academy provides various types of information to all stakeholders regarding our school/classroom expectations and achievements. This information is distributed in the following forms.

- Beginning of the Year: Open House/Curriculum night, curriculum syllabus per grade level, parent letters, newsletters
- Weekly: Classroom Newsletters, Display of Student Work in and out of classroom, Weekly Phone calls home, Good News letters
- Monthly: Calendar of Events, LSCO meetings, Family Nights
- Quarterly: Report Cards, progress reports, Benchmark and Base-Line Assessment Tests (MEAP, DIBELS, Star Reading/Math, Grade Level Content Expectations, Quarterly Assessments)

Evaluation of Certified Staff

All staff are evaluated on a regular basis & held accountable for student success. In addition to the District's development of a Teacher Evaluation process/form, Fitzgerald/Bethune Academy also takes part in Peer Evaluation where teachers can go into co-workers classrooms and observe positive instructional practices, as well as give constructive criticism where needed. We also have Observations/Evaluations by Synesi,

school Administration, and Wayne Resa, under the Snap Shot program. Based on the evaluations, Job Embedded Professional Development will be provided.

Principal's Evaluation

(Taken from the District's LEA Application) The principal evaluation process has been developed in collaboration with representatives of the principal "unit" and is based on the following key components:

- 1) Core competencies that define effective leadership – professional standards that define what principals should know and be able to do – tied to elements of whole school improvement:
 - a. Domain I: Focus on Learning
 - b. Domain II: Monitoring Teaching and Learning
 - c. Domain III: Building Professional Learning Communities
 - d. Domain IV: Acquiring and Allocating Resources
 - e. Domain V: Maintaining a Safe Learning Environment
 - f. Domain VI: Effective Engagement with Families and External Community
- 2) Outcomes-Driven – Directly links student academic and non-academic performance measures to leadership practices
- 3) Evidence-Based –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
- 4) Guidelines for Evaluation Leadership Practice – Provides specific guidelines as to how to assess/ measure principal effectiveness.
- 5) System of Professional Development and Support – aligns principal learning needs, performance standards, and the appropriate professional development/support.
- 6) Self-Assessment- Designed to support self-evaluation and reflection on performance and planning for personal improvement
- 7) Accountability – provides direction for the removal of ineffective principals who do not improve.

Teacher Collaboration

Grade level or Curriculum meetings are held on a weekly/bi-weekly basis during the common prep time. Agendas and minutes from those meetings will focus on acquired assessment data, an action plan and recommendations for revising of instructional

interventions. Professional development will also be held on how to conduct a successful meeting, incorporating the creating agendas, writing minutes and conduction of the meeting. (Use of the Comer Process will be a focus). Grade Level and Curriculum teams are established to focus on data driven decision making and instruction. Time allocated for teacher collaboration is through staff meeting time, common prep and time set-up by the team meeting.

Teacher Evaluation Process

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers and will be piloted in priority schools. The Evaluation tools are still in the developmental process. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

1. Core competencies that define effective teaching – Professional standards that define what teachers should know and be able to do:
 - a. Domain I: Planning and Executing Effective Instruction
 - b. Domain II: Creating and Managing a Learning Environment
 - c. Domain III: Maintaining a Professional Learning Community Through Teacher Leadership
2. Outcomes-Driven – Directly links student academic and non-academic performance measures to teacher practice (in-puts”)
3. Evidence-Based –Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions
4. Guidelines for Evaluation Teacher Practice – Provides specific guidelines as to how to assess/measure teacher effectiveness.
5. System of Professional Development and Support – Aligns teacher learning needs, performance standards, and the appropriate professional development/support.
6. Self-Assessment- Designed to support self-evaluation and reflection on performance and planning for personal improvement.
7. Accountability – provides direction for the removal of ineffective teachers who do not improve.

Professional Development

Lead Teachers and Coaches modeling is provided for job embedded professional development. Lead Teachers and Coaches will focus on school wide strategies, via classroom observations and feedback. Our evidence is provided from coach's logs. Professional development on Best Practices is provided to focus on instructional practices to improve student achievement.

The Quality Review

Synesi Associates has provided Fitzgerald/Bethune Academy a Quality Review which determined the following needs for Professional Development:

- Leadership Professional Development – job embedded to support use the of data for increased leadership capacity
- Literacy Professional Development - the use of job embedded professional development to support teachers knowledge and implementation of reading strategies
- Data consulting and coaching - to support teachers use of data to inform instruction
- Attendance Consultant - work with the school through school based committees to improve student attendance
- Parent Participation Coaching: - will assist Ms. Cook, Parent/Community Resource Director, in her efforts to guide the school in increasing parent participation and community involvement.

Instructional Practices

Common Grade Level Lesson Plans are developed by the Grade level team to show team teaching and collaboration. Showcase examples of exemplary and quality work from students. This work is displayed in and out of the classroom so that all may acquire a better understanding of what quality work looks like. Rubrics for each grade level and curriculum are also being created to show students how their work is graded.

Fitzgerald/Bethune Academy will hold professional development or staff meetings in model classrooms to showcase quality instructional practices.

Data Analysis

Lead by our Data Specialist, a committee will analyze the following data to inform instruction, identify individual student needs and guide Professional Development: MEAP, Benchmark Quarterly Reports, DIBELS, BURST, STAR Reading/Math, and Chapter Pre/Post Test across curriculum. The tools used by the Data Specialist team and

staff come from the Learning Village Portal, which allows us to access, compile, and inform instruction. The Data Analyst team, with the assistance of our partners/stakeholders, will host Professional Development on how to use technology to access and use the data provided.

4. School Improvement Intervention Plan

Describe in narrative form the building plan for implementing the intervention model selected.

Pre-Implementation Activities

Fitzgerald/Bethune Academy has set up many goals for the students, staff, and community. Our activities reflect systemic change in all areas of our school. With Response to Intervention (RtI), being our main focus, all activities will affect student achievement in a positive way. In addition, to better prepare for next school year, we have developed a Parent Community Resource Director position to focus on parents and family needs. We have had significant Data Director training to improve usage and knowledge of data. Curriculum and executive coaches have been assigned to improve administration and curriculum needs. A process mentor has been put in place to ensure alignment with our School Improvement Plan. Several Professional Development activities have been done in areas of need. A Parent, student, and staff survey has been done for perception of our performance. These Pre-Implementation activities will prepare Fitzgerald/Bethune Academy for full implementation of stated plan for the 2011-2012 school year.

Implementation Plan of Activities

Goal 1 - Teaching for Learning – Fitzgerald/Bethune academy will provide a rigorous standards based instructional program driven by the use of data driven processes using all available assessment and non assessment data

Objective 1.1 - Provide maximum learning opportunities for students throughout the school year. The school day will be extended for two hours, one for reading and one for math instruction. Extending the school day for two hours, one for reading and one for math instruction will be an effective way to support student learning. This will be especially beneficial to students who may be at risk of academic failure. The time will be used to enrich instruction and allow teachers more time to cover necessary material. It will allow more small group instruction and students will be grouped according to ability

and skill level. This will contribute to higher test scores and attendance rates and overall student achievement.

The school will provide one additional hour of school activities to provide opportunity for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities. Taking part in school activities to provide opportunity for students to participate in team building collaboration, cooperative behavior modeling will have many positive impacts on children, young peoples and their parents and careers. Such activities as sports, robotics, music, computer design, art and creative writing may increase confidence, enjoyment and enthusiasm. Students will improved their communication skills; develop leadership skills and most of all, pride in performance and demonstrating skills and achievement. In addition, school activities may encourage individuals who have attendance and behavior problems to improve and excel so that they are able to participate in enrichment programs as well.

The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year. There are several benefits for scheduling educational field trips for students. Experts believe there are different methods of learning, including visual, auditory and tactile. Students who learn through tactile (kinesthetic learning) will greatly benefit from field trips. Field trips put everyone at the same level, as the learning is experienced, rather than taught. It broadens the spectrum of learning and is a great teaching tool for cementing difficult information. The Saturday school academy will be developed for targeted student population most in need of remediation and tutorial. The Saturday School Academy will be greatly beneficial for those in need of remediation and tutorial. Saturday school should be designed for students who are in great need of academic assistance. It should offer and extension of academic skills taught as well as assistance with homework and school projects.

Spring targeted after school test preparation opportunities. Opportunities should be available for all students who are enrolled to attend spring targeted after school test preparation. There are several benefits for conducting a test preparation after school instead of during the normal school day. When teachers have an opportunity to review data in areas of weaknesses and strengths among the school population, the program can be successfully implemented. It allows students to more opportunities for practice and will significantly improve the scores of individuals who may need assistance in targeted skill areas.

Objective 1.2 - Emphasize rigorous grade level instruction with a priority in reading and math. Fitzgerald/Bethune Academy will employ a second literacy coach, one for primary

grades and one for intermediate grades. This will enable each coach to focus on the needs of particular grades rather than an entire school. Also each coach will become an “expert” at what needs to be accomplished for a particular grade.

Bethune/Fitzgerald Academy will employ two math coaches one for primary and one for intermediate grades. As mentioned for the reasons above. Also Math coaches are helpful with pulling small groups and using rigorous instruction to move students from one to Tier level of learning to another. Math coaches can also assist teachers in providing different strategies for differentiated instruction.

Bethune/Fitzgerald Academy will implement Project SEED and Carnegie Training to improve algebraic reasoning. Pre-Calculus introduction, DEAR, and Academic Writing programs will be made available to supplement reading and writing enhancement.

Objective 1.3 - Incorporate technology aids to enhance the instructional program.

SMARTboards will be added to each classroom and two Promethium Boards for school use. There are many interactive opportunities for students with the SMARTboards, so it’s a great motivator. Students are engaged during lessons both visually and kinesthetically. Students love coming up to it to share information and ideas using the SMARTboards, which helps develop their public speaking skills.

Objective 1.4 - Provide additional support services for students with behavioral, social, or emotional needs.

One additional counselor will be hired for middle school students. This person will aid with conflicts that arise in the classroom on a regular basis. The counselor could set up in the classroom or grade level sessions to discuss problems that arise such as bullying or physical conflict. A counselor also is needed to support teachers when a child needs immediate support during a tragic event in his/her life, such as death, fire, or some other major issue/concern. To support the counselor a school nurse will also be hired.

School supplies will be purchased to ensure all students are prepared for the school day. Due to low economic status of some of our families and their inability to purchase supplies for their children, supplies need to be purchased for student use. Basic supplies such as paper, pencils, color utensils and notebooks are integral parts of student learning. Wrap-around services to solve problems and coordinate services available to students, families, teachers and the school. These services will be implemented by the School Leadership Team.

Conflict resolution training for staff and students will be provided. There is a critical need for more emphasis to be placed on teaching students skills for communicating and managing conflicts without violence. Conflict resolution training should include problem

solving, anger management, and life-lessons for effectively de-escalating and resolving conflicts in productive and peaceful ways. Conflict resolution training stands to improve the school climate by teaching positive social and emotional skills. Peer mediation will afford students an opportunity to resolve their own conflicts without fighting. Students will not be hesitant to seek adult intervention to help solve conflicts. This training will reduce discipline problems, improve student decision-making skills and increase academic achievement.

Goal 2- Leadership – Support Will Be Given To Ensure the Principal Spends Over 50% Of The Day On Instructional Leadership Activities

Objective 2.1- Guide through a process of inclusive leadership. The principal and School Leadership Team will be guided through a process of inclusive leadership.

Goal 3 Personnel and Professional Development - Personnel changes will be made and a professional development plan will be put into place

Objective 3.1 - School principal and staff have been replaced.

Objective 3.2 - Based on quality review and additional data, school has developed a yearlong professional development plan emphasizing job embedded processes. The quality review and comprehensive needs will be repeated yearly to ensure alignment of the professional development plan with the needs of the school. (Attachment A)

Goal 4 School Community Relations – Parent Involvement Will Increase By 50%

Objective 4.1 - Additional opportunities will be provided for parents to participate in the life of the school. Grade level family nights will be planned for literacy and mathematics that will provide collaborative opportunities for parent/guardian input. Involvement in educational activities such as the MEAP Parent Empowerment Series, Family Math Clinic, Science Technology Engineering and Math Fair (STEM), Academic Games and Writing Fair, showcases the talent of our students, while updating parents about educational goals. Parental involvement is needed to provide outside additional research assistance as well as providing any monetary support. These collaborative opportunities make for a more cohesive learning environment among the educational setting. The hiring of a Community Resource Director to increase community and school relationship and is vital to bridge the gap between school and the community. Through a series of Parents as Partners workshops, both entities benefit when each is able to understand the link between home and school. Parents must be made to feel a vital part of their child's educational process. Once this comfort level is reached and this relationship

is established, it will become natural for parents and the community at large to merge as part of the educational process. This is an important merger for students to experience. It is in this way they will begin to internalize that learning does not happen in isolation. Community Schools Partnerships are also planned and designed to bring the community into the school. In collaboration with the faith-based, civic organizations, business and governmental community, many opportunities exist for “adoption” of the school. These partners that promote academics may provide financial support, human services, mentoring or donated supplies. These significant contributions place an emphasis on student learning. By investing in their future recruits, they are embracing the workforce of tomorrow. Teachers, parents, students and all stakeholders benefit from these types of relationships.

Objective 4.2 - Student attendances will increase to AYP guidelines. Student attendance will increase to AYP with motivational prizes and incentives for improved attendance. With the assistance of the Parent Community Resource Director and an Attendance Officer, effort will be given to research and understand factors that keep students from attending school on a consistent basis. While working in collaboration with the student’s home, barriers that effect attendance can seek to be eliminated. Although extrinsic motivators may be needed to boost attendance rate, the goal is to move towards internal motivation and engagement.

Goal 5- Data and Information Management – Data will be used to lead the instructional program

Objective 5.1 -School staff will be trained and guided to use data to guide their instructional program. Synesi Associates and Detroit Public Schools will concentrate on modeling coaching and guiding teachers on using data to drive instruction as a yearlong focus. The data shows student achievement and progression throughout the year.

A Test coordinator will be hired to act as the data resource contact. He/she can set the calendar as to when tests are to be administered to assist teachers in planning instruction to meet the goals of the assessments.

Synesi Associates will highlight MEAP data, District Quarterly Benchmark assessment data to inform instruction and to develop situational grouping in classrooms based on student needs.

Teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs. Differentiated instruction and remediation guides would be beneficial for teacher use and student needs.

Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction. Administrators will keep abreast on new data and stay informed on how to use data more effectively. Develop data driven resources for measuring student progress towards content benchmarks and standards. Data will be displayed in a coded (confidential) way to show ranking of student's achievement. Students will be able to see where they are at any given moment.

Turnaround Leader - The District took the following action steps to ensure that Fitzgerald/Bethune Academy was assigned a high-impact turnaround leader. The District conducted individual principal performance reviews to: Assess each principal's performance relative to expected outcomes, Provide critical formative and summative feedback to inform each principal's work on how to effectively use resources to improve teaching and learning, Determine professional growth needs and required district support, Provide insight relative to critical organizational and contextual factors that impact improvements in teaching and learning in each principal's building, Promote personal self-reflection and continuous professional learning, Determine which principals meet the core requirements of turnaround leader. The Principal will be responsible for coordinating all efforts of the turnaround effort with the support of a DPS Executive Coach, and a Wayne RESA Case Manager.

5. External Provider Selection

Describe the process the building will use to select external providers or note that the school will select external providers from the MDE pre-approved list. Detroit Public Schools conducted a needs assessment and aligned it with the

comprehensive support provided by the external partner provider.

Synesi Associates was selected from the MDE preapproved list.

6. Alignment of Resources

Describe how the building's human and community resources will be aligned to facilitate implementation of the intervention selection.

Coordination and Integration of Federal, State and Local Programs and Resources (Federal and State requirement)

Fitzgerald/Bethune has identified and will utilize community resources that align with our vision of a rigorous instructional model to insure student achievement and academic success for all students.

Synesi Associates will conduct quality reviews to inform the school leadership team and our stakeholders about the execution of our turnaround plan. Emphasis will be placed on our ability to:

- establish an instructional program that is data driven and evidence based
- assess the strengths and weakness of our professional learning community
- implement a job embedded professional development plan that supports systemic change within our school
- advance all students through our tiered learning model

This quality review will be supported by on site school visits, research and analysis of perception and student data and a collaborative dialogue within our school community.

Wayne RESA coaches will make daily classroom observations and model instructional practices to all K-8 teachers in the subject areas of ELA and math. Teachers are encouraged to reflect on their instructional strategies and determine those best practices that will effectively engage students in their learning experiences. In addition, a process mentor is assigned to the school to insure that Fitzgerald/Bethune's instructional program is aligned with our school improvement plan.

Emphasis has been placed on establishing a positive school culture that is supported by norms that can directly affect academic achievement. The non-profit organization, Men of Hartford makes weekly visits to our school and provides positive role models to our students. These men can be observed in our building conducting tasks that help to keep our building orderly, safe and secure. The Black Caucus provides mentors and schedules motivational speakers to address issues such as violence prevention, conflict resolution and forming career pathways with our middle school students. The office of Detroit councilman Gary Brown volunteers to read to our primary students and collaborates with our parents to support systemic changes in our school. Playworks is a recreational program that integrates conflict resolution strategies, team building and physical

activities during recess at our school. It is offered to our elementary students and supports child development and learning in the classroom.

Tutorial services are provided during and after class in the subject areas of math and reading to our K-8 students. Wayne State University offers a program at our school titled, Education Talent Search in which an African American math major is assigned to tutor middle school students with low math MEAP scores. Supplemental Educational Services, (SES) are offered to elementary and middle school students after school to twice a week for a period of four hours.

7. Modification of local building policies or practices

Describe any local building policies or practices that will need to be modified to assure successful implementation of the intervention; such as an amendment to the collective bargaining agreement if needed.

The school will extend the school hours to increase instructional time and allow students more opportunities for learning. Professional Development will be provided through extended time during staff meetings and common preps. In accordance with the district, all reading classes are 120 minutes and math classes are 90 minutes on instruction into the school day. Fitzgerald/Bethune Academy will go back to using the Lorraine Monroe Model, utilizing the popular and effective Black Board Configuration. We will also adopt the Comer Process for holding Grade level meetings. Staff has the flexibility of selecting dates and organizing Parent Teacher Conferences for the year.

8. Timeline

Include a comprehensive 3-year timeline for implementing the selected intervention. For year one, note which activities will occur during the pre-implementation phase of the grant; i.e. before the start of the 2011-2012 school year.

*NOTE: Costs dependent upon SIG Funding for Year 1, 2, and 3

GOAL 1 TEACHING FOR LEARNING – Fitzgerald/Bethune Academy will provide a rigorous standards based instructional program driven by the use of data driven processes using all available assessment and non assessment data.

Objective 1.1 – Provide maximum learning opportunities for students throughout the school year.

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 1.1a – The school day will be extended for two hours, one for reading and one for math instruction for targeted students in need of additional remediation	District	Covered by district	Achievement Scores Attendance Observation	Pre Implementation Years 1, 2 and 3
Activity 1.1b – The school will provide one additional hour of activities to provide opportunities for students to participate in team building, collaboration, and cooperative behavior modeling through the use of activities.	Principal	One hour, four days per week, 20 weeks, 5 teachers*	Decreased discipline referrals and suspensions	Years 1, 2 and 3
Activity 1.1c – The school will develop a schedule of educational field trips for students to enhance their educational experience throughout the school year	Principal, grade level teams	10 trips 8 groups*	Completed trips	Years 1, 2 and 3
Activity 1.1d – Saturday school academy will be developed for targeted student population most in need of remediation and tutorial.	Principal	20 weeks, two hours each*	Observation, increased test scores	Years 1, 2 and 3
Activity 1.1e – Spring targeted after school test preparation opportunities	Principal, School Leadership Team, grade level and vertical teams	5 weeks. One hour, four days per week, four teachers*	Observation, increased test scores	Years 1, 2 and 3
Activity 1.1.f – At home technology program for continued scaffolding of academic content	Principal, School Leadership Team	None	Increase test scores	Years 2 and 3

Objective 1.2– Emphasize rigorous grade level instruction with a priority in reading and math

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 1.2 a – School will institute class size reduction in grades K – 3	Principal	4 additional teachers	Achievement scores	Years 2 and 3
Activity 1.2b – School will employ a second literacy coach, one being used for primary grades, one for intermediate grades	Principal	1 teacher position*	Reading assessment data, observation	Years 2 and 3
Activity 1.2c – School will employ two math coaches one for primary and one for intermediate grades	Principal	2 teacher positions*	Math assessment scores	Years 2 and 3
Activity 1.2d – School will implement Project SEED and Carnegie Training to improve algebraic reasoning and pre calculus introduction	Principal, School Leadership Team	Cost of program*	Increased math scores	Years 1, 2 and 3
Activity 1.2e – School will implement DEAR(Drop everything and Read) and Academic Writing Program to supplement reading and writing enhancement	Principal, School Leadership Team	Cost of program*	Increased Reading and Writing Scores	Years 1, 2 and 3.
Activity 1.2f – Through the use of Synesi Associates, school will emphasize strategies to incorporate reading across the curriculum	Principal, staff, partner	Partner costs provided by district for year 1	Increased reading scores on DIBELS, MEAP and Read 180	Years 1, 2 and 3
Activity 1.2g – District will fund Reading Recovery	Principal, district	District covers	DIBELS data	Pre Implementation Years 1, 2 and 3
Activity 1.2h– 10 Associate Teachers will be hired to provide tutorial support in primary grades	Principal	4 SSA positions*	DIBELS data	Years 1, 2 and 3
Activity 1.2i– Classroom libraries will be purchased and updated for each classroom	Principal	10 sets of starter books*	Observation	Purchased Year 1 Updated Years 2 and 3

Objective 1.3 - Incorporate technology aids to enhance the instructional program.

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 1.3a – Smart boards will be added to each classroom and two Promethium Boards for school use	Principal	10 smart boards, 2 Promethium Boards*	Increased evidence of use, observation	Year 1
Activity 1.3b – Robotics programming	Principal	None	Observation	Years 1, 2 and 3
Activity 1.3c – Netbooks for all 6 th – 8 th Grade students	District	District Funded	Increased use of technology Increased Achievement	Pre-implementation
Activity 1.3d – Two mobile computer labs	Principal, School Leadership Team	Cost of hardware and software year one expense*	Increased use of technology, Increased Achievement	Year 2 and 3
Activity 1.3e – 15 ELMOS Projectors for classroom use	Principal, School Leadership Team	Cost of projectors year one expense*	Increased use of technology	Year 1, 2 and 3
Activity 1.3f – Technology Coach	Principal	District Funded	Increase use of Technology	Pre-Implementation Years 1, 2 and 3
Activity 1.3g – Purchase Copies machines to support RtI and Differentiated Instruction	Principal	Cost of copiers year one expense*	Increased use of RtI and Differentiated Instructions	Years 1, 2, and 3

Objective 1.4 – Provide additional support services for students with behavioral, social or emotional needs.

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 1.4.a - One additional counselor will be hired for middle school students	Principal	1 position*	Lower incidence of discipline referrals in middle school	Years 2 and 3
Activity 1.4b – School supplies will be purchased to ensure all students are prepared for the school day	Principal	Sets of school supplies*	Observation	Years 1, 2 and 3

Activity 1.4c – Wraparound services to solve problems and coordinate services available to students, families, teachers and the school.	Principal, response team, teachers	None	Coordinated services provided	Years 1, 2 and 3
Activity 1.4d – Conflict resolution training for staff and students	Principal, leadership team	Cost of PD*	Fewer discipline referrals	Years 1, 2 and 3
Activity 1.4e – School Nurse	Principals	Cost of Position*	Increased attendance	Years 1, 2 and 3

GOAL 2- LEADERSHIP –Support will be given to ensure the principal spends over 50% of the day on instructional leadership activities.

Objective 2.1 – Guide the principal and School Leadership Team through a process of inclusive leadership

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 2.1a – Synesi Associates will assist principal in the development, and ongoing implementation of a School Leadership Team, vertical team meetings and grade level meetings	Principal, partner	District Funded Pre-Implementation SIG funded years 1, 2 and 3	Evidence of meetings, schedules, minutes	Pre-implementation Years 1, 2 and 3
Activity 2.1b – Partner will provide a quality review visit to present base line data on the new staff and the school learning environment. Updated Yearly to include and build internal leadership	Principal Partner	District Funded Pre-Implementation SIG funded years 1, 2 and 3	Completed review School Leadership involvement	Pre-implementation Years 1, 2 and 3
Activity 2.1c – Partner will provide a Capacity Building Plan to target specific actions the principal can take in leading the school to improved academic performance and will review and amend the current school	Partner, school teams	District funded Pre-Implementation SIG funded years 1, 2 and 3	Completed CBP And School Improvement Plan	Pre-implementation, Years 1, 2 and 3

improvement plan as needed. Building School Capacity for School Improvement Planning				
Activity 2.1d – School will develop and institute and inclusive school walk through process led by the principal	Partner, school teams, principal	Partner costs covered year one	Walk through schedules	Pre-implementation, Years 1, 2 and 3
Activity 2.1e – Two Academy Directors will be hired to assist in the development of Small Learning Communities	Principal	2 teaching positions*	Initiation of SLC	Pre-implementation, Years 1, 2 and 3
Activity 2.1f - Expansion of appreciative inquiry that focuses on positive growth, on what is working and build on current knowledge and indicators of success	Principal, leadership team, partner	None	observation	Pre-implementation, Years 1, 2 and 3

GOAL 3 PERSONNEL AND PROFESSIONAL LEARNING - personnel changes will be made and a professional development plan will be put into place

Objective 3.1 - School principal and staff have been replaced.

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 3.1a – District will appoint a new principal	District	None	New principal	Pre Implementation
Activity 3.1b – Principal will complete a process of hiring new staff	Principal	None	New staff	Pre Implementation

Objective 3.2 - Based on quality review and additional data, school will develop a professional development plan emphasizing job embedded processes.

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 3.2a – Partner will guide the school through a professional development plan based on data an current performance and a review and if necessary amendments to the current School Improvement Plan	Principal, Partner, school teams	District funded year pre-implementation SIG funded Year 1, and 2	Completed PD plan and updated SIP	Pre Implementation, Year 1 and 2
Activity 3.2b- Plan will emphasize modeling and coaching, co-teaching and inclusionary processes, collegiality and will build internal capacity	Principal, partner, school teams	District funded year pre-implementation SIG funded Year 1, and 2	Completed plan, observation	Pre Implementation, Year 1, 2 and 3
Activity 3.2c – Performance based merit pay and incentives for excellence will be instituted	Principal, school leadership	Incentive money*	Distributed incentives	Pre Implementation, Year 1 and 2
Activity 3.2d – School wide project based learning training will be instituted	Principal	None	observation	Pre Implementation, Year 1, 2 and 3
Activity 3.1e – Expansion of opportunities for teachers to take additional training and course work to improve teaching and learning	Principal, leadership team	Related tuition costs *	Completed for credit course inventory	Pre Implementation, Year 1, 2 and 3

GOAL 4 SCHOOL COMMUNITY RELATIONS – Parent involvement will increase by 50%

OBJECTIVE 4.1 – Additional opportunities will be provided for parents to participate in the life of the school

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 4.1a – Family nights will be planned for literacy and for mathematics and collaborative opportunities for parents/guardians	Principal, grade level teams	Costs of refreshments*	Completed family nights, increased parent participation	Pre-Implementation Years 1, 2 and 3

Activity 4.1b – Community Schools Partnerships will be brought into the school	Principal	CSP costs*	Observation, increased participation	Pre-Implementation Years 1, 2 and 3
Activity 4.1c – Community Resource Director to increase community and school relationships	Principal	1 teaching position*	Increase Community Involvement	Years 1, 2 and 3

OBJECTIVE 4.2 - Student attendance will increase to AYP guidelines

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 4.2a – Motivational prizes and incentives will be given for increasing attendance	Principal, leadership team	Incentive costs*	Increased student attendance	Years 1, 2 and 3
Activity 4.2b – Attendance Agent	Principal	Cost of position	Increased student attendance	Years 1, 2 and 3

GOAL 5 DATA AND INFORMATION MANAGEMENT – Data will be used to lead the instructional program

Objective 5.1 - School staff will be trained and guided to use data to guide their instructional program

Activity	Person(s) Responsible	Cost factor	Indicator of Success	Timeline
Activity 5.1a – Synesi Associates will modeling, coach and guide teachers on using data to drive instruction as a yearlong focus	Principal, partner, staff	District funded Pre-Implementation SIG funded years 1, 2 and 3	Observation Increased student achievement	Pre-Implementation Years 1, 2 and 3
Activity 5.1b – Data will be made public through the use of displays, data walls, and relate activities	Principal, partner	District funded Pre-Implementation SIG funded years 1, 2 and 3	observation	Pre-Implementation Years 1, 2 and 3
Activity 5.1c Synesi Associates will highlight MEAP data, Learning Village data and local	Principal, partner	District funded Pre-Implementation	Observation, increased test scores	Pre-Implementation Years 1, 2 and 3

assessment data to inform instruction and to develop situational grouping in classrooms based on student needs		SIG funded years 1, 2 and 3		
Activity 5.1d – teachers will be trained on developing classroom assessments that can guide instruction and identify student remediation needs.	Partner, principal	District funded Pre- Implementation SIG funded years 1, 2 and 3	Observation	Pre- Implementation Years 1, 2 and 3
Activity 5.1e– Administration will be trained on using data effectively and using data to lead professional development opportunities and improve instruction.	Partner	District funded Pre- Implementation SIG funded years 1, 2 and 3	Evidence of principal using data an guiding PD	Pre- Implementation Years 1, 2 and 3
Activity 5.1f – Develop data driven resources for measuring student progress towards content benchmarks and standards.	Partner	District funded Pre- Implementation SIG funded years 1, 2 and 3	Observation, increased test scores	Pre- Implementation Years 1, 2 and 3

9. Annual Goals

Determine the school's student academic achievement goals in reading and mathematics for each of the next three years as determined by the state's assessments (MEAP/ MME/Mi-Access).

	Current Proficiency Rate	Goal for 2011-12	Goal for 2012-13	Goal for 2013-14
Reading	Grade 3 – 79 Grade 4 – 68 Grade 5 – 58 Grade 6 – 63 Grade 7 – 47 Grade 8 - 69	Grade 3 –85 Grade 4 –73 Grade 5 –63 Grade 6 –68 Grade 7 –54 Grade 8 - 74	Grade 3 –88 Grade 4 –76 Grade 5 –66 Grade 6 –71 Grade 7 –60 Grade 8 -77	Grade 3 –91 Grade 4 –79 Grade 5 –69 Grade 6 –74 Grade 7 –63 Grade 8 -80
Mathematics	Grade 3 – 91 Grade 4 – 83 Grade 5 – 44 Grade 6 – 54 Grade 7 – 41 Grade 8 - 71	Grade 3 –96 Grade 4 –88 Grade 5 –49 Grade 6 –60 Grade 7 –46 Grade 8 -76	Grade 3 –99 Grade 4 –91 Grade 5 –52 Grade 6 –62 Grade 7 –52 Grade 8 -79	Grade 3 –99 Grade 4 –94 Grade 5 –57 Grade 6 –65 Grade 7 –57 Grade 8 -82

10. Stakeholder Involvement

Describe the LEA's process for identifying and involving stakeholders in the selection of the intervention model and the preparation of the application.

A meeting was held with community leaders, parents, teachers, union representatives, and business leaders. The District's plan was presented to them and they were allowed to comment and give input on how to make the application and turnaround plan stronger. The community was also engaged during the development of the Academic Plan and Master Facilities Plan, both of which were essential parts of the School Improvement application and the intervention model. The Detroit Board of Education passed a resolution approving the School Improvement Grant. Bethune Fitzgerald also collaborated with staff, parents and community in preparing School Improvement Application.

11. Sustaining Reforms

Describe how the reforms from the selected intervention will be sustained in this school after the funding period ends.

By implementing the SIP, School Improvement Plan along with the SIG Plan, the utilization of Synesi Associates and Wayne RESA will diminish over a three year period. The intention is for staff to acquire the ability and skills to become more self sufficient and takes on more the responsibility that both these partners have modeled and demonstrated. This will also create more stability of staff, enhance Professional Learning Communities and allow Career growth.

Year 1 - Synesi, RESA, and District Support Full support.

Year 2 – Synesi/ Wayne County RESA limited support, and District full support

Year 3 - Synesi /Wayne County RESA Limited Support and District full support

Section B – Turnaround Model

The following items are required elements of the turnaround model. Give a brief description after each requirement as to how it will be implemented.

1. Replace the principal: During the summer of 2010, the district has replaced the former principal with Melissa Scott.
2. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet student needs:

Principal Evaluation Process

The principal evaluation process has been developed in collaboration with representatives of the principal “unit” and is based on the following key components:

Core competencies that define effective leadership

Domain I: Focus on Learning

Domain II: Monitoring Teaching and Learning

Domain III: Building Professional Learning Communities

Domain IV: Acquiring and Allocating Resources

Domain V: Maintaining a Safe Learning Environment

Domain VI: Effective Engagement with Families and External Community

Outcomes-Driven – Directly links student academic and non-academic performance measures to leadership practices

Evidence-Based – Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

Guidelines for Evaluation Leadership Practice – Provides specific guidelines as to how to assess/ measure principal effectiveness.

System of Professional Development and Support – aligns principal learning needs, performance standards and the appropriate professional development/support.

Self-Assessment– Designed to support self-evaluation and reflection on performance and planning for personal improvement

Accountability– provides direction for the removal of ineffective principals who do not improve.

Teacher Evaluation Process

The teacher evaluation process/tool was developed in collaboration with the Detroit Federation of Teachers. The evaluation tool is based on a continuous improvement model comprised of the following key elements:

Core competencies that define effective teaching – Professional standards that define what teachers should know and be able to do:

Domain I: Planning and Executing Effective Instruction

Domain II: Creating and Managing a Learning Environment

Domain III: Maintaining a Professional Learning Community Through Teacher Leadership

Outcomes-Driven – Directly links student academic and non-academic performance measures to teacher practice (in-puts”)

Evidence-Based – Evaluation is tied to concrete evidence that ensures assessments of performance are not based on arbitrary decisions

Guidelines for Evaluation Teacher Practice – Provides specific guidelines as to how to assess/measure teacher effectiveness.

System of Professional Development and Support – Aligns teacher learning needs, performance standards and the appropriate professional development/support.

Self-Assessment – Designed to support self-evaluation and reflection on performance and planning for personal improvement

Accountability – provides direction for the removal of ineffective teachers who do not improve

The new evaluation processes/tools are aligned and a key component of the District’s comprehensive academic plan to support continuous improvement in teaching and learning.

3. Screen all existing staff and rehire no more than 50 per cent: During the summer, all staff went through an interview process and 50 percent of the staff has been replaced.

4. Select new staff: New staff was selected based on the results of the interviews.

5. Implement strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions: Staff will be involved in shared decision making on incentives and will take on more leadership roles.

Shared Decision Making

Shared decision making allows Fitzgerald/Bethune Academy's School Leadership Team to determine the work rules and working conditions that are required for the school in order to fully and successfully implement the components of the Reform/Redesign Plan.

School Based-Performance Pay

To further the connection between academic achievement and school performance, a school-based performance bonus will be offered to Fitzgerald/Bethune Academy's staff. Criterion and benchmarks for school-based performance pay will include: measurable improvements in student and staff attendance on a school-wide basis, performance on standardized tests, overall student grade point average, reduction in drop-out rates, attaining and/or maintaining AYP and other provisions identified by the No Child Left Behind Act.

Flexible Work Conditions

Fitzgerald/Bethune Academy will be provided flexibility in the following areas:

Extended school day and year scheduling, participation in the Shared Decision-Making process, hiring based on selective application process, retention of staff based upon performance, not seniority and participation developing prescribed professional development

6. Provide staff ongoing, high-quality, job embedded PD aligned with instructional program and designed with school staff: Synesi, Wayne RESA, and Detroit Public Schools will provide monthly professional development in addition to ones that are planned by staff. While some traditional professional development activities will be planned, most of the professional development will be conducted by coaches in a job embedded format.

7. **Adopt a new governance structure.** The District will establish the Office of Priority Schools, which will include an Assistant Superintendent of Priority Schools, Priority School Coaches, and a Priority School Budget Implementation/Compliance Officer. Collectively, this office will be responsible for monitoring and supporting each school with the implementation of the selected model. Each school will be assigned a Priority School Coach, who will be responsible for making direct contact with assigned schools weekly. Each Priority School Coach will be assigned no more than seven SIG schools. At the school level, the principal will be the primary point of contact responsible for ensuring the required components of the plan are fully implemented

8. **Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as with State academic standards:** A Data Analysis team has been created to review data and provide research-based data to align the curriculum according to state standards.

Fitzgerald/Bethune Academy is implementing the Learning Village System. Learning Village will provide staff with universal access to the following information critical to the teaching and learning process: curriculum mapping and standards alignment; supplemental content to support the literacy and math models of Detroit Public Schools and differentiated instruction; assessment data reporting to inform instruction; benchmark assessment item banks; and online instructional content through Destination Math and Reading. Learning Village provides resources for data driven decision making through Data Director and the Assess2Know item banks. Test items and other material have been aligned to Michigan's standards through thorough research and review of the standards and frameworks for content specifics, assessment expectations, and limitations

9. **Promote continuous use of student data to inform and differentiate instruction to meet student needs:** Once data is reviewed, staff will develop lesson plans based on student's needs. Additional staff and Synesi Associates will be utilized to ensure the incorporation of data into all decision making processes throughout the year. With this knowledge and with data from Learning Village and Read 180 and DIBELS, the school

will develop a model of RtI that will address students in Tiers 1, 2 and 3. The model, developed with district assistance will ensure that students will be provided ongoing evaluations on their progress and that their instructional program will be tailored to fit their needs and altered regularly as they progress or fall behind. Students in tiers one and two will be given targeted intervention support based on the use of district level quarterly benchmark data and DIBELS data that is currently available and being expanded to grades four and five. Synesi Associates will assist teachers in developing strategies and grouping processes to assist students in each tier with short term assistance to remediate needs. Resource Teachers will lead ongoing discussions with parents if children do not experience forward movement. The very public use of data will ensure that needs are identified, remediated and evaluated.

10. Establish schedules and implement strategies that provide increased learning time: Fitzgerald/Bethune will provide increase learning/instruction time to assist with academic achievement.

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Extended Day Program

Beginning the 2009-2010 school year Fitzgerald and Bethune separately ran Extended Day Programs. These programs will continue during the 2010-2011 school year at the new Fitzgerald/Bethune Academy. The program provides students in grades 3 – 8 additional support; students will experience an extended 2 ½ hours of instructional time. The Extended Day program includes 1-hour for reading, 1-hour for math, 20 minutes for a nutritional snack break and 5 minutes for both class change and dismissal. To help make the extended day programming effective, the student- teacher ratio to will remain at 15:1.

Summer Academy

Fitzgerald/Bethune will also implement a Summer Academy for students Kindergarten – Eighth Grade. The Summer Academy is designed as a seamless and structured approach to provide the necessary learning opportunities and interventions for all students.

120-Minute Literacy Block/ 90-Minute Math Block

Fitzgerald/Bethune Academy instituted a 120-minute literacy block and a 90-minute math block for students in grades Pk-8. Teachers will participate in professional development to understand the components of a Balanced Literacy and Math Programs and how to utilize they additional time effectively in order to support implementation of the program components

11. Provide appropriate social-emotional and community-oriented services and supports for students: Fitzgerald/Bethune will hire a counselor and a Parent Community Resource Director to assess and resolve issues relating to the family. On site clubs have been developed to address student interest along with some of the emotional needs that we have found in the CNA report. A School Nurse will ensure the health needs of the students are taken care of.

The following items are permissible elements of the turnaround model. Provide a brief description after each element that will be implemented under the proposed building plan. (Leave blank those elements that are not being implemented.)

1. Any of the required and permissible activities under the transformation model
2. A new school model (themed, dual language academy, etc.)

Section C

Budget pages—A separate 1 and 3-year budget together with budget narrative must be submitted for each school. The budget for year 1 must be separated into the funding needed for the pre-implementation activities and implementation activities that begin with the school year 2011-12.

Fitzgerald/Bethune Academy will use the pre-implementation budget to prepare for Year 1. It includes: Technology, extended day activities and professional development. Year 1 will require the full \$2,000,000 and provide for the upfront costs of the turnaround efforts. Subsequently, year 2 and 3 budgets will gradually decrease as we build capacity within our staff to support the effort independently. After the grant period is over our turnaround efforts will be funded with district and school level funds.

Year 1 Pre-Implementation	Year 1 Implementation	Year 2	Year 3	Three-Year Total
\$179,000 40,000	\$2 Million	\$1.5 Million	\$1 Million	\$4.5 Million

Pre-Implementation Budget Detail

FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
Instruction – Added Needs	SALARIES	Extended day activities for all students - teachers, support staff	\$30,694.00
	BENEFITS	Extended day activities for all students - teachers, support staff	\$8,306.00
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS	Wireless computer cards, supplemental classroom supplies	\$20,000.00
Improvement of Instruction	SALARIES	Teacher-led summer institute to implement reform plan; create summer school packs for all students	\$34,158.00
	BENEFITS	Teacher-led summer institute to implement reform plan; create summer school packs for all students	\$9,587.00

	PURCHASED SERVICES	Response-to-Intervention speaker, Differentiated Instruction presenter/speaker	\$7,000.00
	SUPPLIES & MATERIALS	Professional Development Conferences for training on the schoolwide Response to Intervention model; Differentiated Instruction; integrating technology with the curriculum, teachers and students; best practice strategies for reading and math- (School Improvement) - Michigan Reading Association (MRA) Pages of Tomorrow March 11-14, 2011 Grand Rapids, MI; MACUL-Essentials for 21st Century Teaching and Learning March 16-18, 2011 Detroit, MI; Council for Exceptional Children (CEC) Annual Conference April 25-28, 2011 National Harbor, MD; Association for Supervision and Curriculum Development (ASCD) Summer Conference July 1-3, 2011 Boston, MA	\$33,000.00
Instruction Related Technology	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS	IPADs for School Improvement Team, flashdrives, SMART boards, computer application licensing	\$28,655.00
	CAPITAL OUTLAY		
Community Services Direction	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS		
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		
Community Activities	SALARIES		
	BENEFITS		
	PURCHASED SERVICES		
	SUPPLIES & MATERIALS	Family math, Family reading night; refreshments for community partners	\$7,600.00
	CAPITAL OUTLAY		
	OTHER EXPENDITURES		

		TOTAL	\$179,000.00

Section D. - Baseline Data Requirements

Fill in the data requested. MDE is required to send this information to USDOED on a yearly basis. USDOE Baseline Data Requirements

Provide the most current data (below) for each school to be served with the School Improvement Grant. These data elements will be collected annually for School Improvement Grant recipients.

Metric	
School Data	
Which intervention was selected (turnaround, restart, closure or transformation)	Turnaround
Number of minutes in the school year	66,120 minutes
Student Data	
Dropout rate	NA
Student attendance rate	91.1
For High Schools: Number and percentage of students completing advanced coursework for each category below	
Advanced Placement	NA
International Baccalaureate	NA
Early college/college credit	NA
Dual enrollment	NA
Number and percentage enrolled in college from most recent graduating class	NA
Student Connection/School Climate	

Number of disciplinary incidents	Less 50%
Number of students involved in disciplinary incidents	Less 50%
Number of truant students	Less 50%
Teacher Data	
Distribution of teachers by performance level on LEA's teacher evaluation system	Based on 2010-2011 initial observations
Teacher Attendance Rate	Full year attendance not determined

Fiscal Information

The MDE has asked for (and been granted) a waiver of section 421(b) of GEPA to extend the period of availability of the SIG funds. That waiver automatically applies to every LEA in the State seeking SIG funds. Accordingly, if an SEA is granted this waiver, an LEA must create a budget for the full period of availability of the funds, including the period granted by the waiver. Budgets must be submitted for school years 2011-2012, 2012-2013, and 2013-2014.

USES OF FUNDS

School Improvement Grant – Section 1003(g) funds must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of children participating in Title I programs. Therefore, funds cannot supplant non-federal funds or be used to replace existing services.

Improvement funds must be tracked separately from the Title I Basic Grant and the Section 1003(a) School Improvement Grant. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement. (This funding number must not be the same number as is used for the Title I Basic Grant award or Section 1003(a) School Improvement Grant.)

Intensive monitoring of grant implementation and evaluation are required and will begin in Fall 2011.

Since these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on implementing one of the four turnaround models at the school.

The CFDA (Code of Federal Domestic Assistance) Number for this grant is #84.377A; 84.388A.

Attachment A

School-Level Professional Development

New/Introduction: With the information from Synesi Associates Quality Review, data analysis performed by Wayne RESA, teacher evaluations staff perceptions, and student achievement outcomes, Fitzgerald Bethune will create a Professional Development calendar for year one based on identified needs and rigorous standards-based instruction. Synesi Associates primary focus for Professional Development will be modeling/coaching and leading in the development and the implementation of grade level and vertical team meetings. Wayne RESA is working in partnership with the High Priority Schools Initiative through the use of a Process Mentor, an English Language Arts coach and a Mathematics coach. The Process Mentor will support the Fitzgerald Bethune leadership team and both coaches will work directly with teachers by providing instructional classroom support. The coaches will primarily focus on grade level content expectations, GLCEs, as identified through data analysis of student assessments.

- Literacy Professional Development - the use of professional development to support teachers knowledge and implementation of reading strategies
- Data consulting and coaching - to support teachers use of data to inform instruction
- Attendance Consultant - work with the school through school based committees to improve student attendance
- Parent Participation Coaching: - will assist Parent/Community Resource Director, in the effort to guide the school in increasing parent participation and community involvement.
 - Parent Committee Groups: LSCO, Parent Leadership focus groups (Dad's Club, Mom's Club), Partner's for Pupils
 - Building a partnership with pre-selected city council offices, and other city committees.

- Create partnerships with foundations and agencies that support social-emotional learning to bridge the gap between home and school.
- Create partnerships with local and state agencies to provide socio-economical assistance to our families.

Professional Development work is shared with Wayne RESA who supports the school through a Process Mentor. The Process Mentor supports the school in the area of school improvement planning, and works with grade level teams; student centered learning data analysis, interventions, assessments, and walkthroughs. Synesi Associates and Wayne RESA are committed to working together in a collaborative manner to improve the instructional program at the school by conferencing on the needs of the school as determined by a comprehensive needs assessment and the quality review.

To support Synesi and Wayne RESA with school level professional development; The Learning Village System is being used to provide technical and professional development including classroom coaching and modeling. The professional development plan will align to goals and objectives of the District and State. Learning Village will enable teachers and administrators to collaborate on plans of instruction, the delivery of instruction, and instructional strategies.

District-level professional development

Turn-Key Leaders - The Turn-Key model involves the ongoing training of key staff who are responsible for returning to Fitzgerald Bethune and work in collaboration with Melissa Scott, principal to deliver the expected professional training. Turn-Key Leaders are teacher leaders who exhibit a sophisticated understanding of the work around teaching and learning. In an effort to emphasize professional development, Turn-Key Leaders are being taught methods for creating learning communities within their buildings. Turn-Key Leaders are taught strategies for focusing the conversations and ensuring that the conversations explore ways to improve student achievement. The Turn-Key Leaders look at student work, analyze lesson plans, create lesson plans as a group, and resolve conflicts through reflective problem solving.

English Language Arts/Literacy Coaches - The District has assigned one Literacy Coach to Fitzgerald Bethune. The Literacy Coach will participate in monthly professional development where s/he will study, in-depth, the five components of reading instruction identified by the National Reading Panel (phonemic awareness, phonics, vocabulary, fluency and comprehension.) This series of professional development sessions assists the Literacy Coach with methods for demonstrating and modeling effective, research based reading strategies as well as providing them with a wealth of resources and strategies.

Mathematics Coaches - Mathematics Coaches will participate in monthly sessions designed to assist them with the implementation of the Mathematics Standards and the integration of Common Core Standards. Mathematics Coaches will demonstrate and model effective researches based instructional strategies as well as provide teachers with a wealth of resources, strategies and support.

Other Subject Area Instructional Specialists and Coaches - Middle School Subject Area Instructional Specialists will meet once a month to deepen their understanding of standards, their implementation, methods for demonstrating and modeling effective, research based strategies as well as providing them with a wealth of resources and strategies. These strategies will then be modeled and implemented through job-embedded professional development at the school.

Early Childhood Professional Development - Training for Early Childhood teachers and SSA's at Fitzgerald Bethune will continue this year. The District is working collaboratively with Wayne State University, High Scope, and DFT to support training of all staff on how to effectively support the development of the early learners. The Early Childhood department continues to have Professional Development/Workshops on Fridays, which is provided by the district. Fitzgerald Bethune's Early Childhood department shares this information with parents during workshops, home visits, and monthly meetings.

PROFESSIONAL DEVELOPMENT SCHEDULE):

Timeline	Activity	Target Audience	Director	Evaluation
Summer 2010	StoryTown -ELA Zangle – Student Information System Data Director – Data Warehouse Learning Village – Curriculum Co-teaching - Intervention	Teachers Secretaries Principals	District	Agenda's Evaluation's Inclusion in Lesson Planning
December 2010	Previewing Higher Order Thinking Skills Data Driven Instruction (ongoing) Netbooks (District Initiative)	Teachers Secretaries Principals	Synesi, Wayne RESA	Agenda's Evaluation's Inclusion in Lesson Planning
January 2011	Building vocabulary Make and take workshop Accelerated Reading, Math	Teachers Secretaries Principals	District, Synesi, Wayne RESA	Agenda's Evaluation's Inclusion in Lesson Planning
February 2011	Reading Comprehension Data Driven Instruction	Teachers Secretaries Principals	District, Synesi, Wayne RESA	Agenda's Evaluation's Inclusion in Lesson Planning
March 2011	Writing Make and take workshop Accelerated Reading, Math	Teachers Secretaries Principals	District, Synesi, Wayne RESA	Agenda's Evaluation's Inclusion in Lesson Planning
April 2011	Poetry	Teachers Secretaries Principals	Synesi, Wayne RESA	Agenda's Evaluation's Inclusion in Lesson Planning
May	Non-fiction and Informational Text	Teachers Secretaries	Synesi, Wayne	Agenda's Evaluation's

2011	Data driven instruction	Principals	RESA	Inclusion in Lesson Planning
June 2011	Leap into Literacy Reflections	Teachers Secretaries Principals	District, Synesi, Wayne RESA	Agenda's Evaluation's Inclusion in Lesson Planning

Activities and materials (for December 2010-June 2011 professional development) will include: anticipatory guides, graphic organizers, experience charts, classroom management, generating prior knowledge, predictions, establishing a purpose for reading, quick writes, daily read aloud, picture walk, higher order thinking skills (HOTS), journals, vocabulary rings, word of the day, interactive word wall, pizza wheels, word mapping, QAR, think aloud, Think-Pair-Share, Poems (Haiku, Cinquain, Rhymes), biographies and literature circles.

ARRA School Improvement Grant (SIG) II 2011 Budget Detail

For Fitzgerald Bethune

110 - Basic Programs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
111 - Basic Programs – Elementary	Extended day and Saturday program. All Staff will stay 1 hour afterschool every day and 3 hours every Saturday during the school year. 46 staff @ 32.50 per hour x 315 hours. Benefits @28%.	14490h	\$476,727	\$185,393					\$662,120
111 - Basic Programs – Elementary	Contracted Service- Cost to pay Project Seed to conduct 4 Algebra Classes				\$108,000				\$108,000
111 - Basic Programs – Elementary	10 Associate teachers (school service assistants) to assist the teachers in small group testing and with Dibbels, Star Reading and Accelerated Math and Reading. Ten (10) @ salary of approximately \$ 12,919 each + HDLV of 12,957 pp+ other benefits @ 28%	10	\$129,160	\$159,920					\$289,080
	Sub-Total	10/14490h	\$605,887	\$345,313	\$108,000				\$1,059,200

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
119 - Basic Programs – Other Basic Programs	Summer Institute to increase student performance in all subjects. Selected staff to work 4 week summer school at a cost of approximately 32.50 per hour. 4 days per week. + benefits @ .28%.	886h	\$28,800	\$11,200					\$40,000
	Sub-Total	886h	\$28,800	\$11,200					\$40,000

120 - Added Needs

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
125 - Added Needs – Compensatory Education	Copiers. 4 @ \$10,000 each. Two per floor in the school to be used by teaching and office staff.							\$40,000	\$40,000
125 - Added Needs – Compensatory Education	33 Smart Boards. @ 5100 each							\$168,300	\$168,300

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Fitzgerald Bethune

125 - Added Needs – Compensatory Education	Teacher testing supplies at a cost of approximately \$600 each for 33 teachers .						\$20,000		\$20,000
	Sub-Total						\$20,000	\$208,300	\$228,300

210 - Support Services – Pupil

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
211 - Support Services – Pupil – Truancy/Absenteeism Services	1 Attendance agent to ensure students do not miss excessive days so our attendance requirement is met. Salary @ approximately \$59,000 + benefits.	1	\$59,000	\$28,000					\$87,000
	Sub-Total	1	\$59,000	\$28,000					\$87,000

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
213 - Support Services – Pupil – Health Services	1 school nurse @ approximately \$73,000 + BENEFITS @ 42%	1	\$73,000	\$34,000					\$107,000
	Sub-Total	1	\$73,000	\$34,000					\$107,000

220 - Support Services – Instructional Staff

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
221 - Improvement of Instruction	Professional development workshops. Approximately 33 staff X 18 hours of professional development @ 23.82 per hour training stipend + benefits of 28%.	600h	\$14,400	\$5,600					\$20,000
221 - Improvement of Instruction	Food/catering for professional development sessions @ approximately \$1300 per day X 4 1/2 days.				\$6,000				\$6,000
221 - Improvement of Instruction	Professional development training on use of SMARTBOARDS. Approximately 33 staff @ 23.82 per hour for training stipend x 18 hrs + benefits @ 28%.	600h	\$14,400	\$5,600					\$20,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)

For Fitzgerald Bethune

	Sub-Total	1200h	\$28,800	\$11,200	\$6,000				\$46,000
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
225 - Computer-Assisted Instruction	15 ELMOS at a cost of approximately \$1200 per device for teachers to use in their classrooms to increase the quality of instruction.					\$18,000			\$18,000
	Sub-Total					\$18,000			\$18,000
230 - General Administration									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
232 - Executive Administration	Contracted Service- Partner Provider Cost for Synesi and Associates				\$230,000				\$230,000
	Sub-Total				\$230,000				\$230,000
270 - Pupil Transportation Services									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
271 - Pupil Transportation Services	Educational field trips for students and parents to enhance their educational experiences.					\$27,000			\$27,000
	Sub-Total					\$27,000			\$27,000
280 - Central Support Services									
Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
283 - Staff/Personnel Services	Educational Conferences and Professional Organization Memberships				\$40,000				\$40,000

ARRA School Improvement Grant (SIG) II 2011 Budget Detail (cont'd)
For Fitzgerald Bethune

Sub-Total	\$40,000	\$40,000
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330 - Community Activities

Function Code	Description	FTE / Hours	Salaries 1000	Benefits 2000	Purchased Services 3000, 4000	Supplies & Materials 5000	Capital Outlay 6000	Other Expenses 7000, 8000	Total
331 - Community Activities	1 Parent Community Resource Director. Salary @ \$67,500	1	\$67,500	\$30,000					\$97,500
331 - Community Activities	Assemblies on Conflict Resolution, Bullying, Drug Awareness and Prevention, Cyber Safety, Health and Nutritional Awareness				\$20,000				\$20,000
	Sub-Total	1	\$67,500	\$30,000	\$20,000				\$117,500

Sub Total	13/16576h	\$862,987	\$459,713	\$404,000	\$65,000	\$208,300	\$2,000,000
Indirect Cost (Max Allowed: 4.45%)							\$0
Grand Total							\$2,000,000
Allocation							\$0

School: _____

SCHOOL IMPROVEMENT GRANT DESCRIPTION FORM

Year 1 Implementation \$2,000,000

Bethune Budget

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	Extended and Saturday School Day Program. Funds needed to pay every staff member for an additional hour in the school day	\$662,120.00
		BENEFITS		
		PURCHASED SERVICES	Project Seed 4 Algebra Classes	\$108,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	4 Toshiba Copy Machines each costing \$10,000.Two per floor to be utilized by teaching and office staff.	\$40,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	33 Smart Boards @ \$5100	\$168,300.00
210	Pupil Support Services	SALARIES	10 Associate teachers to assist the teachers in small group testing and with Dibels,Star Reading,Accelerated Math and Reading.	\$129,160.00
		BENEFITS		\$159,920.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Teacher Testing Supplies	\$20,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Attendance agent to ensure students do not miss excessive days so our attendance requirement is met.	\$59,000.00
		BENEFITS		\$28,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES	School Nurse	\$73,000.00
		BENEFITS		\$34,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Summer Institute to increase student performance in all subjects(\$40,000) and professional development workshops(20,000)	\$60,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Food for all professional development workshops and other teacher training inservices	\$6,000.00
225	Instruction Related Technology	SALARIES	Professional Development training for using Smartboards and ELMOS	\$20,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	15 ELMOS for teachers to use in their classroom to increase the quality of instruction.	\$18,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Synesi & Assoc. Partner Provider	\$230,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Educational conferences and Organization Memberships	\$40,000.00

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
300	Community Services	SALARIES	Parent Community Resource Director	\$67,500.00
		BENEFITS		\$30,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Assemblies on Conflict Resolution, Bullying, Drug awareness and Prevention, Cyber Safety, Health and Nutrition Awareness	\$20,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Educational Field Trips for students and parents to enhance their educational experience	\$27,000.00
			TOTAL	\$2,000,000.00

Year 2

Bethune Budget

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	Extended and Saturday School Day Program. Funds needed to pay every staff member for an additional hour in the school day	\$662,120.00
		BENEFITS		
		PURCHASED SERVICES	Project Seed 4 Algebra Classes	\$100,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	10 Associate teachers to assist the teachers in small group testing and with Dibels, Star Reading, Accelerated Math and Reading.	\$129,160.00
		BENEFITS		\$38,750.00

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS	Teacher Testing Supplies	\$20,000.00
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Attendance agent to ensure students do not miss excessive days so our attendance requirement is met.	\$59,000.00
		BENEFITS		\$17,700.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES	School Nurse	\$73,000.00
		BENEFITS		\$34,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Summer Institute to increase student performance in all subjects(\$40,000) and professional development workshops(20,000)	\$60,000.00
		BENEFITS		
		PURCHASED SERVICES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Food for all professional development workshops and other teacher training inservices	\$6,000.00
225	Instruction Related Technology	SALARIES	Professional Development training for using Smartboards and ELMOS	\$20,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Synesi & Assoc. Partner Provider	\$172,500.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Educational conferences and Organization Memberships	\$25,000.00
300	Community Services	SALARIES	Parent Community Resource Director	\$67,500.00
		BENEFITS		\$21,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Assemblies on Conflict Resolution, Bullying, Drug awareness and Prevention	\$20,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Educational Field Trips for students and parents to enhance their educational experience	\$20,000.00
			TOTAL	\$1,545,730.00

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
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Year 3

Bethune Budget

Please provide descriptions for the budget objects listed below and email this file with your final School Improvement Grant submission to: sigpriorityschools@yahoo.com.

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
110	Instruction – Basic Programs	SALARIES	Extended and Saturday School Day Program. Funds needed to pay every staff member for an additional hour in the school day	\$662,120.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
120	Instruction – Added Needs	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
210	Pupil Support Services	SALARIES	10 Associate teachers to assist the teachers in small group testing and with Dibels, Star Reading, Accelerated Math and Reading.	\$129,160.00
		BENEFITS		\$39,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
211	Truancy/Absenteeism	SALARIES	Attendance agent to ensure students do not miss excessive days so our attendance requirement is met.	\$59,000.00
		BENEFITS		\$28,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
212	Guidance Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
213	Health Services	SALARIES	School Nurse	\$73,000.00
		BENEFITS		\$22,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		OTHER EXPENDITURES		
214	Psychological Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
216	Social Work Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
220	Instructional Staff Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
221	Improvement of Instruction	SALARIES	Summer Institute to increase student performance in all subjects(\$40,000) and professional development workshops(20,000)	\$60,000.00
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
225	Instruction Related Technology	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
227	Academic Student Assessment	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
230	General Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES	Synesi & Assoc. Partner Provider	\$115,000.00
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
232	Executive Administration	SALARIES		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
240	School Administration	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
250	Support Services Business	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
257	Internal Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
266	Operation and Maintenance	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
280	Central Support Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
281	Planning, Research, Development and Evaluation	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
283	Staff/Personnel Services	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		

School: _____

FUNCTION CODE	FUNCTION TITLE	BUDGET OBJECT	DESCRIPTION	TOTAL EXPENDITURES
		CAPITAL OUTLAY		
		OTHER EXPENDITURES	Educational conferences and Organization Memberships	\$20,000.00
300	Community Services	SALARIES	Parent Community Resource Director	\$67,500.00
		BENEFITS		\$21,000.00
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
311	Community Services Direction	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
331	Community Activities	SALARIES		
		BENEFITS		
		PURCHASED SERVICES		
		SUPPLIES & MATERIALS		
		CAPITAL OUTLAY		
		OTHER EXPENDITURES		
			TOTAL	\$1,295,780.00

Attachment VII

School Improvement Partnership Agreement

This School Improvement Partnership Agreement (“SIPA”) is entered into by and between Michigan Department of Education (State) Wayne RESA (ISD/RESA/ or other partner(s) and Detroit Public Schools (“LEA”). This agreement establishes a framework of collaboration, as well as articulates specific roles and responsibilities in the implementation of an approved plan of work to access Federal School Improvement Grant funds for Low Performing Schools under the American Recovery and Reinvestment Act (ARRA).

I. SCOPE OF WORK

The Scope of Work defines the actions and reform measures the Qualifying LEA agrees to implement under one of these four federally-defined options: Turnaround, Restart, Transformation or Closure. The model selected by Detroit Public Schools and Fitzgerald Bethune is **TURNAROUND**;

II. PROJECT ADMINISTRATION

A. QUALIFYING LEA RESPONSIBILITIES

Implementing the tasks and activities described in the ARRA Federal School Improvement Grant, the LEA will:

- 1) Choose to implement one of four options identified in this agreement and develop a corresponding plan.
- 2) Actively participate in all relevant meetings, communities of practice, or other practice-sharing events that are organized by the State of Michigan Department of Education (State) or its designee.
- 3) Post to any website specified by the Michigan Department of Education, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the ARRA Federal School Improvement Grant.

- 4) Participate, as requested, in any evaluations of this grant conducted by the Michigan Department of Education or United States Education Department (ED).
- 5) Be responsive to Michigan Department of Education (or its designee) or ED requests for information including status of the project, project implementation, outcomes, and any problems anticipated or encountered.
- 6) Participate in meetings and telephone conferences with the Michigan Department of Education or its designee to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the ARRA Federal School Improvement Grant, and (d) other matters related to the ARRA Federal School Improvement Grant and associated plans.
- 7) Each school shall establish a new leadership team composed (but not limited to) of the principal, classroom teachers who lead a grade level, a multiage team or subject-matter-area team, supplementary support personnel, and at least two community members who engage the community in the transformation. Each school-based team shall also have a liaison member representing the Michigan Department of Education or its designee.

B. INTERMEDIATE SCHOOL DISTRICT/REGIONAL EDUCATIONAL SERVICE AGENCY or OTHER DESIGNATED PARTNER RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the partner or partners that elect to sign this memorandum of agreement to support the low performing school(s) shall:

- 1) Work collaboratively with, and support the LEA in carrying out the LEA Plan as identified in this agreement.
- 2) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 3) Identify sources of technical assistance as needed.

C. JOINT RESPONSIBILITIES

- 1) The ISD/(R)ESA or other partner(s) and the LEA will each appoint a contact person for the ARRA Federal School Improvement Grant.
- 2) These key contacts from the ISD(R)ESA or other partner(s) and the LEA will maintain frequent communication to facilitate cooperation under this partnership agreement.

D. STATE RESPONSIBILITIES

To assist LEAs in implementing their tasks and activities described in the ARRA Federal School Improvement Grant, the State will:

- 1) Work collaboratively with, and support the LEA and supporting ISD/(R)ESA or consortium of ISDs/(R)ESAs or other partner(s) in carrying out the School Plan as noted in this agreement.
- 2) Timely distribute the LEA's portion of ARRA Federal School Improvement Grant funds during the course of the project period and in accordance with the School Plan as noted in this agreement.
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products.
- 4) Identify sources of technical assistance as needed.
- 5) Periodically review the approved plan and implementation progress.

E. RECOURSE FOR NON-PERFORMANCE

If the Michigan Department of Education determines that the LEA or School is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the Michigan Department of Education will make recommendations for an alternative intervention which may include restart, closure, or a collaborative process between the State, ISD/(R)ESA or other partner(s) and the LEA, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs, or modifying the approved plan.

III. ASSURANCES

The LEA hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this partnership agreement.

- 2) It is familiar with the general scope of the ARRA Federal School Improvement Grant application and is supportive of and committed to working on all portions of the plan.
- 3) It will implement the Plan that has been approved by the Michigan Department of Education.
- 4) It will work cooperatively with the Michigan Department of Education or its designee to develop a Scope of Work with specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with State and Federal School Improvement Goals.
- 5) It will comply with all of the terms of the ARRA Federal School Improvement Grant, and all applicable Federal and State laws and regulations.
- 6) Nothing in the School Improvement Partnership Agreement shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements).
- 7) Any portion of the School Improvement Partnership Agreement that impacts upon a mandatory topic of bargaining not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement shall be implemented only after an agreement is reached through collective bargaining.

IV. MODIFICATIONS

This School Improvement Partnership Agreement may be amended only by written agreement signed by each of the parties involved, and in consultation with the State.

V. DURATION/TERMINATION

This School Improvement Partnership Agreement shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VII. SIGNATURES

Local Superintendent (or equivalent authorized signatory) - required:

Signature/Date Robert C. Bobb Print Name/Title
ROBERT C. Bobb Emergency Financial
managers

President of Local School Board (or equivalent) - required:

Signature/Date Anthony Adams Print Name/Title
Anthony Adams
Detroit Board of Education President

Intermediate Superintendent (or equivalent authorized signatory) - required:

Signature/Date _____ Print Name/Title

President of Intermediate School Board (or equivalent) - required:

Signature/Date _____ Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Qualifying LEA.

Signature/Date _____ Print Name/Title
